

Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

HEALTHY SCHOOL MEALS TRAINING

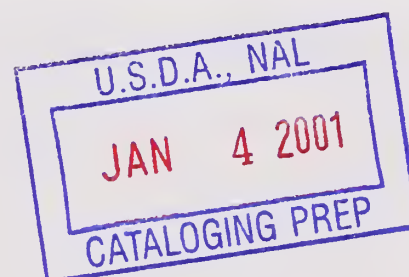
TABLE OF CONTENTS

Lesson 1: Introduction and Purpose

Training Program & Materials	1
Key Action Steps.....	2
Training Content.....	2
Background	3
School Meals Initiative for Healthy Children.....	4
Healthy School Meals.....	4
Implementing a New Menu Planning System	5
Suggestions for Managing Change	7
Managing Change.....	7
Resisting Change	8
Dealing with Resistance	8

Lesson 2: Program Requirements – Food Based Menus

Overview	1
Meet Nutrition Goals	1
Few Changes For Major Impact	2
Maintain Calories	2
Food Based Menus	3
Enhancement of Traditional Pattern	3
Nutrient Standards	3
Establishment of the Nutrient Standards	5
Required Grade Nutrient Standards – Breakfast.....	6
Required Grade Nutrient Standards – Lunch.....	7
Required Grade Groups.....	7
Food Components and Items	8
Changes for Lunches	10
No Changes for Breakfast.....	14
Offer versus Serve	14
Goals.....	15
Offer versus Serve for Food Based Menus.....	15
Other Regulations for Food Based Menus	17
Alternate Foods for Meals	17
Foods of Minimal Nutritional Value	17
Child Nutrition Labeling Program.....	17
Summary	18



Lesson 3: Program Requirements – NuMenus and Assisted NuMenus

Overview	1
Meet Nutrition Goals	2
Flexibility	2
NuMenus and Assisted NuMenus.....	3
Nutrient Standards	3
Required Grade Nutrient Standards - Breakfast	6
Required Grade Nutrient Standards - Lunch	7
Optional Age Nutrient Standards for NuMenus - Breakfast.....	8
Optional Age Nutrient Standards for NuMenus - Lunch.....	9
Weekly Averages.....	12
Weighted Nutrient Analysis	12
Combination Meal Nutrient Standards	13
Approved Software and Database	14
Nutrition Disclosure	14
Standardized Recipes and Preparation Techniques	15
Processed Foods	15
NuMenus Meals	16
Menu Item Definition	16
Lunch.....	18
Breakfast.....	20
Daily vs. Weekly Criteria	21
All Foods Count in Nutrient Analysis	21
Offer versus Serve (OVS)	21
General Rules	21
Goals.....	22
Rules.....	22
Offer versus Serve for NuMenus.....	23
Leftovers and Substitutions	26
Substitutions	26
Two-Week Window	27
Similar Foods.....	27
Leftovers.....	28
Theme Bar Substitutions.....	28
Documentation	29
Other Regulations for NuMenus.....	30
Alternate Foods for Meals	30
Child Nutrition Labeling Program	31
Special Points	31
Summary	32

Lesson 4: Dietary Guidelines as Applied to Children

Background.....	1
Eating Is One of Life's Greatest Pleasures.....	3
Dietary Guidelines and Menu Planning.....	7
Dietary Guideline #1: Eat a Variety of Foods.....	9
Dietary Guideline #2: Balance the Food You Eat With Physical Activity – Maintain or Improve Your Weight.....	13
Dietary Guideline #3: Choose a Diet With Plenty of Grain Products, Vegetables, and Fruits.....	14
Dietary Guideline #4: Choose a Diet Low in Fat, Saturated Fat and Cholesterol.....	16
Dietary Guideline #5: Choose A Diet Moderate in Sugars	17
Dietary Guideline #6: Choose a Diet Moderate in Salt and Sodium	18
Dietary Guideline #7: If You Drink Alcoholic Beverages, Do So in Moderation.....	19
Putting It All Together	19

Lesson 5: Standardized Recipes and Preparation Techniques

Introduction	1
Overview	1
Standardized Recipes	2
Definition.....	2
Benefits.....	3
Modifying Recipes for Healthy School Meals	4
Steps to Successful Recipe Modifications	4
Healthy Food Preparation Techniques.....	6
Nutrient Retention	6
Cooking Grains for Nutrient Retention	8
Cooking Vegetables for Nutrient Retention	9
Cooking for Healthy School Meals	10
Storage of Value-Added or Fresh-Cut Produce	11
Cooking Equipment for Healthy Meals	13
Culinary Skills to Trim the Fat	15
Smart Choices in Cooking Lowfat	16
A Little Bit of Sugar	19
A Little Bit of Salt.....	20

Lesson 6: Food Procurement

Meeting the Needs of Customers.....	1
Focus on Children.....	1
Focus on Administrators.....	3
Focus on Parents and Teachers.....	4
Focus on Vendors	5
Partnering with Industry	6
Procurement Decisions.....	8
Variety Means All Foods.....	8
Specifications.....	9
Cost Control.....	10
Interpreting Bids	11
Food Based Menus.....	12
Food Specification Changes	12
Challenge	12
NuMenus	14
Food Specification Changes	14
Obtain Nutrient Analysis Information	14
Food Label.....	16
Additional Tips	17

Lesson 7: ABCs of Menu Planning

Basic Points to Good Menu Planning.....	1
ABCs of Menu Planning.....	6
NuMenus	12
Food Based Menus.....	16
Menu Production Records	18

Lesson 8: Nutrient Databases and Software for Child Nutrition Programs

Background.....	1
Component Files of NNDCNP.....	2
Standard Reference Foods.....	3
USDA Commodities.....	3
USDA Quantity Recipes for School Food Service.....	4
Brand Name Processed Foods.....	6
USDA <i>Food Buying Guide</i>	6
Submitting NNDCNP Nutrient Data	6
Factors To Consider When Selecting Food Items from the National Nutrient Database	7
Selecting Correct Form of Food Based on Food Preparation Method.....	7
Nutrient Retention	8
Selecting Cooked Foods	8
Selecting Cooked Single Menu Items.....	9
Selecting Raw Foods or Cooked Foods.....	9
Selecting Correct Measure of Food	10
Selecting the Edible Portion of Food Items.....	11
School Food Service Software Systems.....	12
Local Database.....	13
Requesting Nutrient Data for Local Database Foods from Food Manufacturers	13
As Served.....	14
As Purchased	14
Adding a Food to the Local Database.....	16

Lesson 9: Nutrient Analysis

Overview	1
Recipe Nutrient Analysis.....	1
Recipe Nutrient Analysis Capabilities.....	1
USDA Quantity Recipes for School Food Service	2
Adding a Recipe to the Local Database for Nutrient Analysis	3
Steps to Create a New Recipe	3
Steps to Create a Recipe Variation	5
Updating Local Recipe Data.....	5
Creating a Theme Bar Recipe for NuMenus	5
Common Data Entry Errors.....	6
Menu Nutrient Analysis	6
Weighted Analysis.....	6
Process Approach to Menu Planning.....	8

Entering Menu Plans for Analysis and Compliance to Nutrient Standards	9
Enter Specific Menu Plan Data.....	9
Enter Each Menu Plan.....	11
Perform Nutrient Analysis of Menus.....	11
Evaluate and Update the Menu Plan to Achieve the Nutrient Standard Goals.....	12
Print Menu Plan Reports.....	12
Key Steps to Modifying Menus.....	12
Key Action Steps	12
Plan Menus	13
Purchased Products.....	15
Modify Recipes and Preparation Techniques	15
Get Students to Consume the Meal!	15
Adjusting Future Menus.....	16
Combined Breakfast and Lunch Analysis.....	16

Lesson 10: Marketing Healthy School Meals

Overview	1
Key Steps to a Successful Marketing Plan	4
Targeting your Customers.....	5
Promotion Planner	6
Publicity.....	7
Incentives/Prizes	10
Merchandise.....	12
Get the Whole School Involved!.....	14
Evaluation	15
USDA's Team Nutrition Schools.....	15

Foreword

Lesson Plan Format

The following format has been used in this training package and will provide guidance to the instructors presenting the lessons. There are nine important steps in this format, plus appendices at the end of each lesson.

1. **Interest Building Strategy/Set** - There will be a lead-in statement or activity to gain the attention of the participants and motivate them to learn in every lesson. The instructor may add or substitute other material or activities.
2. **Review Competencies** - Review the competencies for this lesson with the participants. Adults learn more easily when they understand what it is they will be expected to learn and how they will be able to apply the knowledge and skills they learn.
3. **Purpose** - Define for the participants the purpose or benefit of learning the knowledge and skills in the lesson. Knowing what is in it for them helps develop a positive learning attitude.
4. **Transfer: Connecting to Past Learning Experiences** - Relating what will be learned to something participants already know or have experienced facilitates learning. An example of transfer of experience has been provided in each lesson. Instructors may use examples from their experience or the participants' experiences to supplement or replace this statement.
5. **Instruction** - The body of the lesson contains the actual information to be learned. During this part of the lesson, the competencies will be taught. The lessons have been designed to use more than one sense (sight, hearing, touch, etc.) because the use of a combination of senses increases the percentage of retention of the knowledge or skill. Each participant learns differently (audio, visual or kinesthetic) so a variety of lecturing formats and activities have been included.
6. **Guided Practice** - This part of the lesson provides the instructor an opportunity to check the participants for understanding of the knowledge and skills presented. This practice may point out areas to review or to emphasize during the closure.
7. **Individual Practice** - Many of the lessons in this course contain computer demonstrations during the lecture. You will have the opportunity to check your understanding of the knowledge and skills and to obtain instruction and help where needed. A computer lab will be available outside class hours for individual practice.

8. **Closure** - At this point in the lesson, all of the information is summarized briefly by the instructor. Then the instructor will suggest an ending activity or thought process that will lead the participants to review the lesson in their own minds. Any final questions from participants should be dealt with before going on to the next lesson. The competencies are reviewed to ensure they have been met.
9. **Back on the Job...** The instructor has one more opportunity to reinforce the importance of the knowledge and skills from this lesson and to relate them to the overall concept of healthy school meals. For maximum retention, participants should be encouraged to apply their knowledge and skills in some manner as soon as they return to their own Child Nutrition Program.

Lesson Appendices - Appendices pertinent to each lesson are at the back of each lesson. The Activity Sheets are in the lesson appendices. The Instructor Outline with the transparencies and Activity Instructor Keys are in the last appendix in each lesson.

Training Instructions

Use the chart below to determine the components needed to teach the new menu planning systems.

Component	Food Based Menus	NuMenus
Foreword	X	X
Lesson 1	X	X
Lesson 2	X	
Lesson 3		X
Lesson 4	X	X
Lesson 5	X	X
Lesson 6	X	X
Lesson 7	Delete pages 12-15	Delete pages 16-17
Lesson 8	Optional	X
Lesson 9	Optional	X
Lesson 10	X	X

Table with multiple columns and rows, containing faint text and numbers. The table structure is complex, with several columns and rows visible, though the content is illegible due to fading.

UNIT 1: Introduction to the Course

Objectives

Learning Objectives

- Understand the purpose and structure of the course.
- Identify the key concepts and themes.
- Apply the knowledge to practical situations.
- Develop critical thinking and problem-solving skills.



Lesson 1: Introduction and Purpose

Competencies

Participants will be able to:

1. Explain one reason for the concern about the diet of American children.
2. List two ways to deal with resistance to change.



THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

5720 S. UNIVERSITY AVE.

CHICAGO, ILL. 60637

TEL: 773-936-5000

FAX: 773-936-5001

WWW.PHYSICS.UCHICAGO.EDU



Lesson 1: Introduction and Purpose

Lesson 1

Introduction & Purpose

Slide 1

Training Program & Materials

Healthy School Meals Training has been designed to support the three major training objectives of USDA's Team Nutrition *Strategy Plan for Training and Technical Assistance to Achieve Healthy School Meals*:

- Implement the final rule of June 13, 1995
- Provide healthy school meals
- Provide state agency technical assistance

This training encompasses more than training on the final rule and regulations. The title refers to healthy school meals, and although the regulations will be covered completely, the healthy meals aspect will also be covered in detail.

The training covers several of the recommended topic areas and content of the *Guidelines for Training Food Service Professionals to Achieve Healthy School Meals*, which serve as a guide for organizing and implementing Team Nutrition "change-driven" training. The recommended topics for food service directors and supervisors are:

- Nutrition Requirements
- Menu Planning for School Meals
- Procurement
- Financial Management

Of the four areas listed, the first three will be covered in this training. For more information on the Guidelines, see Appendix C.

Notes

① Interest Building Strategy/Set

Self-Introductions

Activity – Appendix A: Concerns

Preconceived Ideas and Fears

Allow participants to express, share and reduce misconceptions.

1. Form groups of 4-6. Have them select a recorder and a reporter. Provide a pen and a copy of Appendix A on an overhead transparency sheet.
2. Ask them to respond quickly to the questions in Appendix A:
 - What are some of the fears, concerns or preconceived ideas you had prior to coming to this training?
 - How can the trainer help diminish your fears/concerns?
3. After a few minutes, ask the reporter to present to the whole group.
4. The trainer will empathize with trainee needs and provide reassurance on how the training will negate those concerns.

② Review Competencies

③ Purpose

The purpose of this lesson is to:

- Give a brief overview of the training program.
- Review the background for making changes in the meal programs.
- Help schools deal with change.

Key Action Steps

What do we need to do to ensure healthy, attractive, tasty and acceptable school meals?

- Plan menus
- Purchase food
- Modify recipes
- Use good preparation techniques
- Get students to consume the meals

These five key action steps are included in this training program. These action steps are covered in relationship to the final rule and are part of the effort to assist state agencies in their role of monitoring and helping school food authorities develop correctional plans.

Training Content

Over the next few days you will be learning about the new menu planning systems available to you.

Participants will learn the following in this course:

Course Content

Healthy School Meals Training

1. Introduction and Purpose
2. Program Requirements - Food Based
3. Program Requirements - NuMenus and Assisted NuMenus
4. Dietary Guidelines as Applied to Children
5. Standardized Recipes and Preparation Techniques

Slide 2

1. The three new menu planning systems and how to approach making changes.
2. Program requirements for Food Based Menus.
3. Program requirements for NuMenus and Assisted NuMenus.
4. Children's nutritional needs and the influences on their food choices.
5. Relationship between standardized recipes and preparation techniques that apply the Dietary

Notes

④ Transfer

Remember when you were sixteen and anxious to get your driver's license so you could have some wheels? Learning to drive required taking classes, practicing, patience and costs (someone had to pay for insurance and gas). Changing your menu planning system has some of the same requirements:

1. Training

Participation in the Healthy School Meals Training is essential. The focus of the training will be on the entire process of menu planning to implement healthy school meals.

2. Practice

Was it easy to learn to drive? Learning anything new means trials, errors and lots of patience.

3. Costs

Initially, implementing healthy school meals will take extra effort. You will discover, however, that long-term benefits outweigh the minimal costs.

⑤ Instruction

Review the course content and materials.

Refer to the Foreword to review the lesson format and the book layout.

Explain why we are doing the lessons in this order.

We are building up to planning a menu and checking to see if it meets the requirement, just as we gather the ingredients before we start cooking.

Guidelines to children's nutritional needs and support nutrient retention.

Notes

Course Content

Healthy School Meals Training

6. Food Procurement
7. ABCs of Menu Planning
8. Nutrient Databases and Software for Child Nutrition Programs
9. Nutrient Analysis
10. Marketing Healthy School Meals

Slide 3

6. Purchasing techniques that improve the nutritional quality of food.
7. The ABCs of planning menus for healthy school meals.
8. The role of USDA's approved nutrient database for Child Nutrition Programs, the local database and software systems in providing healthy school meals.
9. Nutrient analysis methods for recipes and menus.
10. Marketing the benefits of healthy school meals.

By the time the lessons are completed, you will feel confident in your ability to implement your chosen menu planning system.

Background

In recent years, concerns have emerged regarding the overall nutritional content of school meals. These concerns address findings that the diet of Americans has changed from being low in nutrients and adequate in calories to containing an overabundance of calories, fat, saturated fat, cholesterol and sodium. At the same time, Americans eat too few grains, fruits and vegetables. A good diet can help to reduce the occurrence of chronic health diseases and promote good health and well being.

As a first step in dealing with these concerns, the United States Department of Agriculture (USDA), in conjunction with the Department of Health and Human Services, issued the Dietary Guidelines for

Americans, which established recommendations on diet changes which, if implemented, could bring about a healthy American diet. These guidelines call for moderation and the avoidance of extremes in the diet. USDA is committed to fully implementing the Dietary Guidelines in school meals.

School Meals Initiative for Healthy Children

Nutrition Goals

USDA School Meals Initiative for Healthy Children

Nutrition Goals

- Recommended Dietary Allowances (RDA)
 - 1/4 RDA for breakfast
 - 1/3 RDA for lunch
- Calorie Goals
 - Age appropriate
- Dietary Guidelines for Americans
 - Balanced nutrient content

Slide 4

The USDA *School Meals Initiative for Healthy Children* underscores our national health responsibility to provide healthy school meals that are consistent with the Recommended Dietary Allowances (RDA), the calorie goals and the Dietary Guidelines for Americans.

Healthy School Meals

The concept of a healthy school meal encompasses more than just meeting the Dietary Guidelines for Americans. It also means meeting the following additional goals:

Notes

Healthy School Meals Goals

1. Culinary principles
2. Focus on customers
3. Safe meals
4. Make meals accessible
5. Learning laboratory
6. Cultural and environmental
7. Social meal
8. Education
9. Serving environment
10. Link with school policy

Notes

Slide 5

Goals

1. Incorporate culinary principles of taste and presentation.
2. Focus on customers served, incorporating regional, cultural, ethnic and other preferences.
3. Provide safe meals for children.
4. Make meals accessible to all children.
5. Reinforce classroom nutrition education by providing a "learning laboratory" for healthy food choices.
6. Assist in increasing appreciation of food origins, cultural food history, variety of foods and relationship to environment and agriculture.
7. Support and teach the principles of the "social meal."
8. Provide education in the preparation and service of healthy, economical meals.
9. Serve in an encouraging environment with adequate time for meal service.
10. Link with a school nutrition policy promoting healthy food choices throughout the school.

Implementing a New Menu Planning System

USDA recognizes that it will be necessary to change traditional meal patterns in order to implement these nutrition goals in schools. The Department is providing three alternative menu

planning systems as a replacement for the traditional meal patterns:

**Menu Planning Systems for
Healthy School Meals**

- Food Based Menus
- NuMenus
(Nutrient Standard Menu Planning)
- Assisted NuMenus
(Assisted Nutrient Standard Menu Planning)

Slide 6

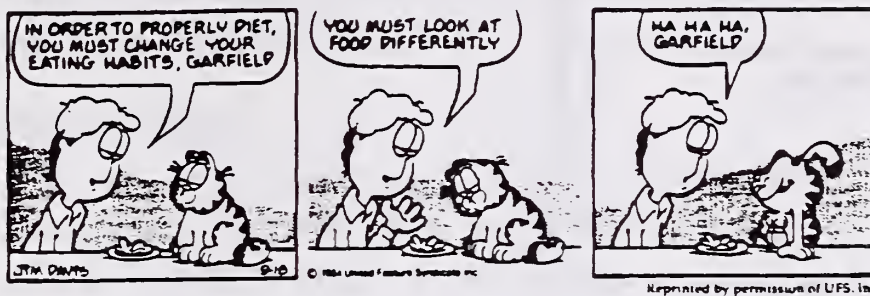
One of the three new menu planning systems will serve as the method for your school district to implement the Dietary Guideline goals as well as meet the Recommended Dietary Allowances and the calorie needs. Menu planners are faced with tremendous challenges and opportunities for improving the health of American children. Serving healthier meals is a major step toward achieving that objective.

The choice of which system to use is up to each school food authority. Schools may choose more than one system if the needs of schools within the district vary. The three systems will be covered in detail under the program requirements lessons.

Notes

Suggestions for Managing Change

Garfield



1

Managing Change

You have taken a leadership role by making the commitment to implement healthy school meals in your school district. This requires you to assist others in shifting their old habits to new patterns of behavior, thoughts and actions. This is a gradual process. Understanding change can help you to implement changes with less negative impact on the organization and individuals.

How people react to a change depends on how they see the change:

- Do they see it as a burden or a challenge?
- Are the benefits as outlined by the person or entity that wants the change clear and real to those who must implement the change?
- Are there immediate and long-term benefits? Immediate benefits will help in the initial stages. The long-term benefits help over time.
- A change that impacts only one function is easier to implement. Those that impact many functions have many opportunities for derailing.
- What is the impact on the organization? Will it benefit the organization only? Or will the individuals feel the impact of the change and get no benefit?

Notes

Show Transparency 2 – Garfield cartoon

Some of us hate change, but we all have to do it, no matter how hard we try to avoid it. We have some suggestions for managing change which apply to implementing healthy school meals.

Why don't people like to change?

⑥ Guided Practice

Activity – Change

Activity: Lead participants through the following activity.

Task 1: Have participants write their full name on a blank piece of paper.

Task 2: Now, have them use the opposite hand to write their name.

Ask what their reactions were, verbal and nonverbal.

How did they feel about their second task?

Regardless of how they felt, were they able to do it?

How successful would they be if they had the opportunity to practice Task 2 many times?

- Relate this experience to planning menus with a new menu planning system.
- After completing the section on managing change have them write on the page beneath their name two ways they will deal with resistance to change at their site.

¹ Garfield reprinted by permission of UFS, Inc

- How the change is presented in terms of these questions will affect the success of the change.

Notes

Resisting Change

Reasons for Resisting Change

- Sense of loss
- Misunderstandings
- Does not make sense
- Fear of unknown

Slide 7

Recognize that with change there will be emotional turmoil. The most common reasons people do not like change are:

- A desire not to lose something of value.
- A misunderstanding of the change and its implications, or a lack of trust.
- A belief that the change does not make sense. Sometimes this is good if those resisting change have information that might help identify some barriers or new methods.
- A low tolerance for change, or a fear they will not be able to develop new skills and behaviors that will be required.

Dealing successfully with resistance to change depends on the availability of time, resources and the individuals involved.

Dealing with Resistance

Dealing With Resistance

- Educate
- Involve
- Train
- Explain why
- Go step-by-step
- Create enthusiasm!!

Slide 8

Educate

Educate the child nutrition program staff, teachers, students and parents before implementing the change. Explain to them the rationale and

Educate on the rationale and importance of healthy meals. Get their ideas and support.

benefits of implementing healthy school meals and the importance of serving healthier meals to the children. When implementing any type of change, the chance of success is greatest when those involved have the opportunity to contribute ideas when the change is proposed.

Stakeholders

Involve key stakeholders, which will help them commit to the change. You may want to form an advisory group to assure input from principals, board members, teachers, coaches, school nurses, child nutrition staff, parents and students. It takes effort to get acceptance of a new nutrition program into the school. Support is needed from everyone.

Training

Provide staff training in new skills such as basic computer operations and nutrient analysis. Your staff will not be familiar with your new menu planning system and how changes in food production will affect the nutrient content of meals.

Dietary Guidelines for Americans

Discuss the health basis for the Dietary Guidelines and the changes. This will help your staff understand why the proposed changes are important.

Step by Step

Following the Dietary Guidelines does not mean that food will not taste good or be acceptable to the customer. Make small step-by-step changes in recipes and menus to begin creating an excellent program that will be helpful, educational and cost-effective.

Create Enthusiasm

Creating enthusiasm among children and their teachers will improve the acceptance of meal changes. Provide resources and training to teachers on ways to apply nutrition in the instructional curriculum. In schools, promoting new menus with posters, logos, contests and themes encourages students to participate. Having children assist with

Notes

Who are the stakeholders? Get them involved.

See Appendix B for a clever rap poem about making organizational change. You may want to use it in staff training.

Train, train, train!!

preparation of some snacks increases their willingness to try a variety of foods.

Make small changes to make a big difference. Then market those changes to students, parents and staff.

Notes

⑦ Individual Practice

Decide which menu planning system will best fit your food service operation.

⑧ Closure

Review competencies.

⑨ Back on the Job...

Pick a partner in the room before the end of the training. Contact every three months to check on progress.

Appendix A: Activity

Concerns

1. What are some of the fears, concerns or preconceived ideas you had prior to coming to this training?
2. How can the trainer help to diminish your concerns?

Appendix B: Poem

Then and Now

by Jack Collins

They say that change is constant
We know that it is true
But when it comes to action
Which changes should we do?

Some say to go for trendy
Some say don't change at all
Some want to plow in head first
And some just stall and stall

We start out in denial
And then we will resist
When it's time to get on board
We find the boat is missed

Exploring change will help us grow
Until we can commit
But when it comes on too fast
We sometimes want to quit

Reminiscing on the good old days
Will help to get you by
But dwelling on the past
Is like mom and apple pie

The memories are always better
Than the truth it seems
The only way to live and grow
Is to manage change in teams

Together

If change is really constant
What else can we do?
Let's embrace it, then move on
It's up to me and you

*Change: A poem presented by the Contra Costa County Board of Education,
Institute Day, September 7, 1993*

Appendix C: Guidelines for Training Food Service Professionals to Achieve Healthy School Meals



Guidelines for Training Food Service Professionals to Achieve Healthy School Meals

July 1995



Rechnung der ...

... ..

...

...

...

...

...

USDA'S TEAM NUTRITION

Guidelines for Training Food Service Professionals to Achieve Healthy School Meals

As part of the School Meals Initiative for Healthy Children, USDA has made a commitment to help state and local school food service programs meet the Dietary Guidelines for Americans. A key component of this assistance is the "Training Plan for Healthy School Meals." The mission of the plan is:

To ensure that school nutrition and food service personnel have the education, motivation, training, and skills necessary to provide healthy meals that appeal to the children served and meet the USDA nutrition requirements. These personnel will also have a clear vision of their role in the school community and as an integral team member of comprehensive school health programs.

The USDA Food and Consumer Service, in consultation with key food service professionals and national organizations, has developed guidelines for training food service professionals to achieve healthy school meals. These guidelines offer recommended topic areas and content for training local level food service personnel.

The recommended topic areas for training School Food Service Directors/Supervisors, and Managers are:

- Nutrition Requirements
- Menu Planning for School Meals
- Procurement
- Financial Management
- Marketing
- Food Production
- Program Management
- Equipment

The recommended topic areas for training School Food Service Production Staff (including general and technical assistants) are:

- Nutrition Requirements
- Food Production
- Food Service Systems

Training or educational programs should also consider the employee's career goals and professional development plans. Educational credits or other documentation of the training received will assist the employee who is interested in a career development program.

Food Service Directors/Supervisors

Recommended Topic Areas and Content

Nutrition Requirements

Dietary Guidelines for Americans; RDA's; USDA Nutrition Requirements; Energy allowances for children; Holistic approach to nutritional requirements; Use of the Food Guide Pyramid; Current issues in nutritional needs of children; Obtaining nutrient information for food products; Nutrition management for children with special needs.

Menu Planning for School Meals

Factors to consider when selecting NuMenus, Assisted NuMenus, the Food Based System, or alternative approaches for planning reimbursable meals; Menu planning principles; Description of requirements for NuMenus, the Food Based System, or alternative approaches for planning reimbursable meals; Involving customers in menu planning; Incorporating cultural, ethnic, and regional preferences; Importance of taste and appeal to students; Effective use of commodities; Procedures for obtaining nutrient analysis of menus, including managing a nutrient database; Selecting nutrient analysis software; and Evaluating results of a nutrient analysis.

Procurement

Developing bid procedures; Product specifications; How to ask for, interpret, and evaluate nutrient information; Receiving and storage procedures; Purchasing new products; Methods to control costs; Evaluating products, including taste-testing procedures and student involvement; Alternative methods of purchasing.

Financial Management

Budget considerations when implementing change; Using computers as a management tool; Key financial controls used in menu planning, food procurement, production, service, delivery, and inventory management; Budgeting; Use of spreadsheets and other software programs for financial management.

Food Service Directors/Supervisors

Recommended Topic Areas and Content

(Continued)

Marketing

Marketing child nutrition programs as integral part of education and comprehensive school health programs; Marketing healthy food choices to students, parents and the school community; Promotional events such as celebrating ethnic cuisine; Menu variety; Importance of adapting menus to regional, cultural, and ethnic preferences; Involving students in the marketing process; Evaluation of marketing strategies.

Food Production

Importance of standardized recipes and adjusting recipes; Use of production records; Production techniques to produce nutritious meals that appeal/taste good to students; Food delivery systems; On-site vs. centralized food production.

Program Management

Selection and training of personnel; Team building; Skills for implementing and evaluating change; Coaching and training techniques; Time management; Communication; Teaching and evaluating employees; Customer service skills; Creativity in managing programs; Assessing program quality/effectiveness; Continuous improvement principles; Measuring customer satisfaction; Improving customer service; Self-assessment techniques and resources; Using and assessing program quality standards; Managing sale of a la carte foods on school campus.

Equipment

Selection and use of equipment for flexibility, long-term use, and production of healthy school meals; Factors to consider in facility design.

Food Service Managers (Single-Site)

Recommended Topic Areas and Content

Nutrition Requirements

Overview of Dietary Guidelines for Americans; RDA's; Energy allowances for children; USDA nutrition requirements; Nutrition management for children with special needs.

(The single-site manager is a key, front-line implementation agent. The following topics and content will vary based on the food service operation. For example, when developing training programs for this group consider: size of district, methods used to transport foods, type of procurement and service, type of menu planning, technology available, age and special needs of children, and centralized vs on-site preparation.)

Menu Planning for School Meals

Explanation of requirements for the menu planning systems selected: NuMenus, Assisted NuMenus, Food Based Systems, or alternative approaches for planning reimbursable meals; Importance of taste and appeal to students; Standardized recipes; Recognition of reimbursable meals.

Procurement

Procurement procedures; Importance of receiving procedures; Food storage techniques; Alternative purchasing procedures.

Financial Management

Use of financial controls in the planning, procurement, production, storage, service, and delivery of foods.

Marketing

Marketing healthy food choices to students, parents, and the school community; Food presentation techniques; Using menus as a merchandising tool; Integration of the food service program with the education and comprehensive school health programs; Student and community involvement.

Food Production

Effective use of food production records; Adjusting recipes; Food preparation and service techniques to produce healthy meals that appeal/taste good to students; Increased use of fruits, vegetable, legumes, and grains; Recipe standardization.

Food Service Managers (Single-Site)

Recommended Topic Areas and Content

(Continued)

Program Management

Organizing work schedules; Personnel management when implementing change; Team building and networking; Time management; Communication; Implementing a program focused on customer service; Training/coaching skills; Skills for implementing change; Evaluating and improving customer satisfaction; Assessing program quality and using results to implement program changes.

Equipment

Equipment use and maintenance.

Basic skills that are considered a prerequisite to the Training Topic Areas and Content for Food Service Managers include the following:

Food Safety

Hazard Analysis Critical Control Point (HACCP); Proper handling of food; Temperature controls; Personal hygiene; Proper cleaning and maintenance of equipment; Recognition of symptoms of food-borne illness.

Computer Skills

Training should be targeted to the individual needs of the student and based on the food service operation.

Life Skills

Interpersonal skills; Basic reading, communications, writing, math; Problem-solving skills; Team building.

Children with Special Needs

Importance of providing children with meals that meet their individual needs; Awareness of laws and regulations when providing meals for children with special needs.

**Food Service Production Staff
General/Technical Assistants
*Recommended Topic Areas and Content***

Nutrition Requirements

Nutritional needs of children; Understanding the USDA nutrition requirements; Relationship of food preparation to nutritional content; Relationship of nutrition to health and learning; Relationship of food quality to nutrition; Food labeling; Understanding product fact sheets.

Food Production

Basic food preparation/food techniques for a variety of food products with emphasis on taste and health; Food quality/standards; Increased use of fruits, vegetables, legumes, and grains; Equipment use and maintenance; Knife skills; Ingredient functions; Recipe standardization/importance of using and following recipes; Food presentation and enhancement; Portion control; Scheduling/timing; Flavor development/use of ingredients; Ethnic and cultural foods; Convenience food/value-added products; Food storage and handling procedures for optimal quality.

Food Service Systems

Portioning/serving utensils; Temperature control/time handling of foods; Presentation and line set-up; Marketing; Customer service; Personal appearance; Recognizing reimbursable meals; Procedures needed to handle financial reporting requirements.

Basic skills that are considered a prerequisite to the Training Topic Areas and Content for Food Service Production Staff include the following:

Computer and Math Skills

Training should be targeted to individual needs of the student and based on the food service operation.

Sanitation and Safety

Knowledge and skills in basic sanitation and safety techniques.

Resources for Training

Nutrition Education and Training (NET) Program and Cooperative Extension

In addition to Child Nutrition Program Directors, staff in USDA's Nutrition Education and Training (NET) Program and Cooperative State Research, Education, and Extension Service are key partners in the implementation of Team Nutrition Training Programs. Regional, State, and local instructors should adapt training based on the needs of the food service personnel in that location, taking into consideration the particular needs of adult learners. It is expected that training needs will vary based on a variety of factors, including previous education and training, and school food service experience. To maximize resources, it is recommended that existing training programs and partnerships be utilized to the extent feasible and practicable.

Healthy School Meals Resource System

USDA's Food and Nutrition Information Center (FNIC) is developing a Healthy School Meals Resource System to assist trainers in locating appropriate and useful information. The system will organize available resources based on the identified topic areas. Effective materials will be easily accessible in print, by fax, on computer disk, or via the Internet. Ordering information for the selected resources will be included. Resources will be organized by type of instructional material, such as: curriculum, software, posters, etc. To best meet the needs of school nutrition personnel and trainers, the resource system will be available in a number of ways as described below:

Printed listing by mail

Provides a listing of materials, including ordering information, available on loan from FNIC.

Computer disk

Provides a listing of materials with the added benefit of a search program that allows a search by keywords related to the topic of interest.

Internet services

Gopher and World Wide Web are interconnected systems of Internet information. FNIC maintains easy-to-use gopher and World Wide Web sites where users may read or download files. Because it is linked to other gophers and World Wide Web sites worldwide, the Internet route used to reach FNIC will vary. Below are several examples.

System Requirements: Internet access with gopher, telnet, or World Wide Web capability.

Access Methods:

1. Gopher to ***gopher.nalusda.gov***. From the National Agricultural Library's root directory, select *NAL Information Centers*, then *Food and Nutrition Information Center*, then *Healthy School Meals Resource System*. There are several topics offered in the system including a healthy school meals discussion group. *Meal Talk* provides a forum for people interested in healthy school meals to discuss ideas that work and to provide feedback on the resource system.
2. Telnet to a public gopher site (such as Library of Congress at ***marvel.loc.gov***; log in as *marvel*) and follow menu choices to the list of Maryland gophers. Choose *Food and Nutrition Information Center/USDA*, then follow as in Item 1.
3. Point your World Wide Web browser to the Uniform Resource Locator (URL) ***http://www.nalusda.gov/fnic/html***. Click on *Answers to Your Questions*, then *Food and Nutrition Information Center*, then follow as in Item 1.

For information and assistance, please contact:

Food and Nutrition Information Center

Room 304, 10301 Baltimore Blvd.

Beltsville, MD 20705-2351

Phone: 301/504-5719 FAX: 301/504-6409 TTY: 301/504-6856

Internet: ***fnic@nalusda.gov***

The U.S. Department of Agriculture (USDA) prohibits discrimination in its programs on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, and marital or familial status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (braille, large print, audiotape, etc.) should contact the USDA Office of Communications at (202) 720-5881 (voice) or (202) 720-7808 (TDD).

To file a complaint, write the Secretary of Agriculture, U.S. Department of Agriculture, Washington, DC 20250, or call (202) 720-7327 (voice) or (202) 720-1127 (TDD). USDA is an equal employment opportunity employer.

Acknowledgements

These Guidelines were developed with the guidance, insight, review, and assistance of many people. The following individuals, representing many different organizations and levels of government, worked as partners to assist USDA in developing these Guidelines.

American Dietetic Association

Deborah Cantor
Doris Derelian
Lillie Williams

American School Food Service Association

Tami Cline
Penny McConnell
Vivian Pilant

American School Food Service Foundation

Barbara Skillman

Cooperative State Research, Education, and Extension Service

Wells Willis

Cornell University

Ardyth H. Gillespie

Culinary Institute of America

Catharine Powers

Food and Nutrition Information Center - National Agricultural Library

Sandy Facinoli

State Child Nutrition Program Director

Rita Hammon, Kansas

National Food Service Management Institute

Linda Hoops
Roy Maize
Josephine Martin
Jeanette Phillips

Nutrition Education and Training (NET) Program Coordinators

Sally Anger, Pennsylvania
Marilyn Briggs, California

Society for Nutrition Education

Jean Skinner

USDA Regional Offices

Lanna Kirk

USDA Headquarters Office

Patricia Daniels
Cynthia Ford
Tracy Fox
Alberta Frost
Mary Ann Keeffe
Marie Lubeley
Holly McPeak
Jane Mandell
Amanda Manning
Sharyn Sutton
Fran Zorn

Appendix D: Instructor Outline

Lesson 1: Introduction and Purpose

Lesson Time

Approximately 1 1/4 hours

Equipment

- ✓ Slide projector
- ✓ Overhead projector
- ✓ 2 screens

Materials

- ✓ Slides
- ✓ Transparencies:
 - T-1 Activity – Appendix A: Concerns (1 for each group of 5-6, plus 1 for instructor)
 - T-2 Cartoon: Garfield
- ✓ Table tents with participant names
- ✓ Blank paper
- ✓ Name tags

Lesson Plan Outline

1. Interest Building Strategy/Set
 - a) Have everyone introduce themselves.
 - b) Activity: Introduce the warm-up activity in Appendix A: Concerns.
 - c) Allow participants to express, share and reduce misconceptions.
 - i) Form groups of 4-6. Have them select a recorder and a reporter. Provide a pen and a copy of Appendix A on an overhead transparency sheet.
 - ii) Ask them to respond quickly to the questions on Appendix A:
 - a) What are some of the fears, concerns or preconceived ideas you had prior to coming to this training?
 - b) How can the trainer help to diminish your concerns?
 - iii) After a few minutes, ask the reporter to present to the whole group.
 - iv) The trainer will empathize with trainee needs and provide reassurance on how the training will negate those concerns.
2. Review Competencies.
3. Purpose
 - a) The purpose of this lesson is to:
 - i) Give a brief overview of the three new menu planning systems for implementing healthy school meals and
 - ii) Help schools deal with change.
4. Transfer
 - a) Remember when you were sixteen and anxious to get your driver's license so you could have some wheels? Learning to drive required taking classes, practicing, patience and costs (someone had to pay for insurance and gas). Changing your menu planning system has some of the same requirements:
 - i) Training
 - a) Participation in the Healthy School Meals Training is essential. The focus of the training will be on the entire process of menu planning to implement healthy school meals.
 - ii) Practice
 - a) Was it easy to learn to drive? Learning anything new means trials, errors and lots of patience.

- iii) Costs

- a) Initially, implementing healthy school meals will take extra effort. You will discover, however, that long-term benefits outweigh the minimal costs.

5. Instruction

- a) Review the course content and materials.
 - i) Refer to the Foreword to review the lesson format and the book layout.
 - ii) Explain why we are doing the lessons in this order.
 - a) We are building up to planning a menu and checking to see if it meets the requirements, just as we gather the ingredients before we start cooking.
- b) Review the background and rationale for making changes in the American diet.
 - i) Discuss the nutrition goals for healthy school meals.
- c) Give an overview of the broader goals for healthy school meals.
- d) Activity: "I am healthy, happy and here to have fun."
- e) Have participants repeat the phrase until they relax and laugh.
- f) Transparency: Show T-2, Garfield cartoon on change.
- g) Do change activity. See 6. a).
- h) Discuss managing change.

6. Guided Practice

- a) Activity: Lead participants through the following activity.
 - i) Task 1: Have participants write their full name on a blank piece of paper.
 - ii) Task 2: Now, have them use the opposite hand to write their name.
 - iii) Ask what their reactions were, verbal and nonverbal.
 - iv) How did they feel about their second task?
 - v) Regardless of how they felt, were they able to do it?
 - vi) How successful would they be if they had the opportunity to practice Task 2 many times?
 - Relate this experience to planning menus with a new menu planning system.

- After completing the section on change, have them write on the page beneath their name two ways they will deal with resistance to change at their site.

7. Individual Practice

- a) Decide which menu planning system will best fit your food service operation.

8. Closure

- a) Review competencies.

9. Back on the Job...

- a) Pick a partner in the room before the end of the training. Contact every three months to check on progress

10. Appendices

- a) Appendix A: Concerns
- b) Appendix B: Poem
- c) Appendix C: Guidelines for Training Food Service Professionals to Achieve Healthy School Meals
- d) Appendix D: Instructor Outline

T-1

Garfield



GARFIELD reprinted by permission of UFS, Inc.

1. General Information

Company Name

Address

City

State

Zip

Phone

Fax

File

Lesson 2: Program Requirements – Food Based Menus

Competencies

Participants will be able to:

1. List the changed serving sizes by component and grade group.
2. Name one reason for the changed serving sizes.
3. Recognize a reimbursable breakfast and lunch based on the daily and weekly criteria.
4. Recognize a reimbursable breakfast and lunch when Offer versus Serve (OVS) is implemented.



Page 1 of 1

1. Introduction

2. Methodology

3. Results

4. Discussion

5. Conclusion

6. References

7. Appendix

8. Acknowledgements

9. Contact Information

10. Disclaimer

11. Glossary

12. Bibliography

13. Index

14. Table of Contents

15. Summary

16. Abstract

17. Keywords

Lesson 2: Program Requirements – Food Based Menus

Lesson 2

Program Requirements – Food Based Menus

Slide 1

Lunch photo – Sandwich

Slide 2

Lunch photo – Chicken

Slide 3

Lunch photo – Lasagna

Slide 4

Overview

Food Based Menus are one of three menu planning options in the USDA *School Meals Initiative for Healthy Children*. The other two are NuMenus and Assisted NuMenus, which are based on the nutrient content of the meal.

All of the menu planning systems use foods to develop menus for school food service. With Food Based Menus, foods from specific food groups and in specific quantities must be offered. With NuMenus and Assisted NuMenus, only fluid milk is required and any other foods in any quantities may be offered.

Meet Nutrition Goals

The objective of all three menu planning systems is to meet the nutrition goals:

Notes

① Interest Building Strategy/Set

Show menus that do or do not meet the new program requirements. Ask if students can determine which do and do not. They will be able to by the end of the lesson. Do not go into detail at this point.

② Review Competencies

③ Purpose

Our goal is to plan menus that meet the nutritional requirements of children. Food Based Menus is one menu planning option for doing that.

We can use the familiarity of the traditional meal pattern to ease our transition into implementing healthy school meals.

④ Transfer

The program requirements for Food Based Menus are very similar to the traditional meal pattern. We will assume you are very familiar with the traditional meal pattern and concentrate our efforts on learning the program requirements that have changed.

⑤ Instruction

See Appendix D: Recommended Dietary Allowances

**USDA School Meals Initiative for
Healthy Children**

Nutrition Goals

- Recommended Dietary Allowances
 - 1/4 RDA for Breakfast
 - 1/3 RDA for Lunch
- Calorie Goals
 - Age appropriate
- Dietary Guidelines for Americans
 - Balanced nutrient content

Slide 5

A school food authority may select any of the three new menu planning systems as their method to provide healthy school meals.

With Food Based Menus the school is not required to conduct a nutrient analysis of the menus. The state agency will do so as part of the administrative review, unless they have developed an alternate, USDA-approved review method which provides assurance that the school meals are in compliance with all of the nutrition goals.

Few Changes For Major Impact

The traditional meal pattern has been successful in providing adequate calories and most nutrients. It did not, however, have quantitative limits for fat and saturated fat, or encourage an increase in complex carbohydrates and dietary fiber.

The goal in revising the traditional pattern into a plan for good health was to retain the component structure and as many other features (such as the serving sizes and the types of foods in the components) of the traditional meal pattern as possible to facilitate implementation at the local level.

Maintain Calories

In Food Based Menus, it is necessary to increase the calories from lowfat foods to replace the calories lost from reductions in total fat. Meals low in fat may be too low in calories if the calories are not

Notes

increased from other foods such as whole grains, breads, cereals, vegetables and fruits.

Food Based Menus

Food Based Menus

Key Points

- Enhancement to traditional meal pattern
- Nutrient Standards
- Two required grade groups
- Food components and items
- Changes for lunch
- No changes for breakfast

Slide 6

Enhancement of Traditional Pattern

Food Based Menus are an enhancement of the traditional meal pattern. The principal differences between Food Based Menus and the traditional meal pattern are:

- Two required groups for grades K-6 and 7-12
- Increased quantities of vegetables/fruits and grains/breads for lunch
- Grain desserts may count toward lunch grains/breads

There is no change in the following:

- Types of food components and items offered
- Minimum quantity requirements
- Serving size criteria
 - What constitutes a 1/4-cup serving of canned peaches?
 - How much cereal qualifies as one bread equivalent?

Nutrient Standards

Definition

A Nutrient Standard is the required level of calories and nutrients for a specific age group.

What is a Nutrient Standard?

The required level of calories and nutrients for a specific grade or age group is a Nutrient Standard

Slide 7

Notes

Point out the key points of Food Based Menus.

The Nutrient Standards which are set for the three menu planning systems – NuMenus, Assisted NuMenus, and the Food Based Menus – are based on the required level of calories, nutrients and dietary components for a specific age or grade group. Planned and offered breakfast and/or lunch menus averaged over a week should meet the Nutrient Standard of the age or grade group for which they are intended. Meeting these standards is the goal for all three menu planning systems.

Calories and Nutrients in the Nutrient Standards

Standards are set for:

Calories and Nutrients in Nutrient Standards

- Calories
- ≤30% calories from fat
- < 10% calories from saturated fat
- Protein
- Calcium
- Iron
- Vitamin A
- Vitamin C

Slide 8

Foods containing these nutrients typically contain the other essential nutrients not specified in the Nutrient Standards.

Other Nutrients and Dietary Components Analyzed

Cholesterol
Sodium

Dietary fiber
Carbohydrate

Slide 9

Other nutrients and dietary components that will be analyzed are carbohydrate, cholesterol, sodium and dietary fiber. While there are no quantity standards set for these dietary components, they must be included in the analysis except carbohydrate, which is optional. They will be monitored over time to check on the implementation of the Dietary Guidelines:

1. Is the carbohydrate level going up?

Notes

Activity – Nutrients

Review with a partner, then try to list the nutrients and dietary components.

1. In the Nutrient Standards and
2. In the others to be analyzed. Use the Activity sheet in Appendix C.

2. Are cholesterol and sodium levels going down?
3. Is the dietary fiber level going up?

Notes

Establishment of the Nutrient Standards

The Nutrient Standards for healthy school meals were established for all three of the menu planning systems by weighting and averaging the RDA for different groups of children. The standards are set using the RDA because they are considered to be the best estimate of how much of a nutrient intake is required to adequately meet the known nutrient needs of practically all healthy people because they are:

Recommended Dietary Allowances

- Set by a committee selected by the National Academy of Science and approved by National Research Council
- Based on available scientific evidence and revised periodically
- Reexamined by a new committee for each revision
- Set as recommendations with a margin of safety, not requirements
- Set for a healthy person not under stress of illness

Slide 10

The RDA are designed for many uses, including use as guidelines for menu planners to aid in evaluating and planning diets for groups of people such as children. While the RDA can be met by eating a variety of foods with careful planning, this is difficult to achieve on a daily basis. The time frame varies for each nutrient. However, for most nutrients, the RDA encompasses average intakes over at least three days.

Age and Grade Groups

The Nutrient Standards for lunch and breakfast are set, at a minimum, for these grade levels:

Lunch required grade groups

- Preschool
- Grades K-6
- Grades 7-12

- Plus an optional standard for grades K-3

Breakfast required grade groups

- Preschool
- Grades K-12
- Plus an optional standard for grades 7-12

Required Grade Nutrient Standards – Breakfast

Calories and Nutrient Levels for School Breakfast (school week averages)			
	Pre- school	Grades K-12	Option Grades 7-12
Energy Allowances (calories)	388	554	618
Total fat (g) ³	13 ¹	18 ¹	21 ¹
Total saturated fat (g) ³	4 ²	6 ²	7 ²
Protein (g)	5	10	12
Calcium (mg)	200	257	300
Iron (mg)	2.5	3.0	3.4
Vitamin A (RE)	113	197	225
Vitamin C (mg)	11	13	14

¹ Total fat not to exceed 30 percent over a school week

² Saturated fat to be less than 10 percent over a school week

³ The grams of fat will vary depending on actual level of calories

Notes

Point out that there is no RDA for fat or saturated fat, but it is helpful to monitor the grams of fat and saturated fat.

The actual grams will vary depending on the actual calorie level because they are based on percentages.

Show T-1, Total Fat Goal for Grades K-6, Lunch and T-2, Saturated Fat Goal for Grades K-6, Lunch.

Close by showing T-3, Fat Goals.

Required Grade Nutrient Standards – Lunch

Calorie and Nutrient Levels for School Lunch (school week averages)				
	Pre-School	Grades K-6	Grades 7-12	Grades K-3 Option
Energy Allowances (calories)	517	664	825	633
Total fat (g) ³	17 ¹	22 ¹	28 ¹	21 ¹
Total saturated fat (g) ³	6 ²	7 ²	9 ²	7 ²
Protein (g)	7	10	16	9
Calcium (mg)	267	286	400	267
Iron (mg)	3.3	3.5	4.5	3.3
Vitamin A (RE)	150	224	300	200
Vitamin C (mg)	14	15	18	15

¹ Total fat not to exceed 30 percent over a school week

² Saturated fat to be less than 10 percent over a school week

³ The grams of fat will vary depending on actual level of calories

The calorie and nutrient needs of children vary by their sex, age, size, and activity level. The calorie standards for breakfast and lunch are estimates of the minimum energy needed. But some children, especially older males, may require considerably more than the minimum. Children who are large for their age or more active also need more calories. Menu planners should adjust the amounts of foods served to provide for the calorie needs of all children.

Required Grade Groups

The grade groups for the meal plans for Food Based Menus are:

Lunch meal plans

- Ages 1-2
- Preschool
- Grades K-6
- Grades 7-12
- Plus optional group for grades K-3

Notes

See Appendix H for a larger chart of the Nutrient Standards.

Breakfast meal plans

- Ages 1-2
- Preschool
- Grades K-12
- Plus optional group for grades 7-12

These groups are designed to reflect the differing nutrient and caloric needs of younger and older children while also accommodating the grade structure of the majority of schools. Not all schools will fall into these age/grade groups.

Food Components and Items

A *food component* means one of the four food groups which compose the reimbursable school lunch, i.e., meat or meat alternate, milk, grains/breads and vegetables/fruits or one of the four food groups which compose the reimbursable school breakfast, i.e., meat or meat alternate, milk, grains/breads, or juice/fruit/vegetable.

Lunch Food Components

- Meat/Meat Alternate
- Vegetables/Fruits
- Grains/Breads
- Milk

Slide 11

Breakfast Food Components

- Meat/Meat Alternate
- Juice/Fruit/Vegetable
- Grains/Breads
- Milk

Slide 12

A *food item* means:

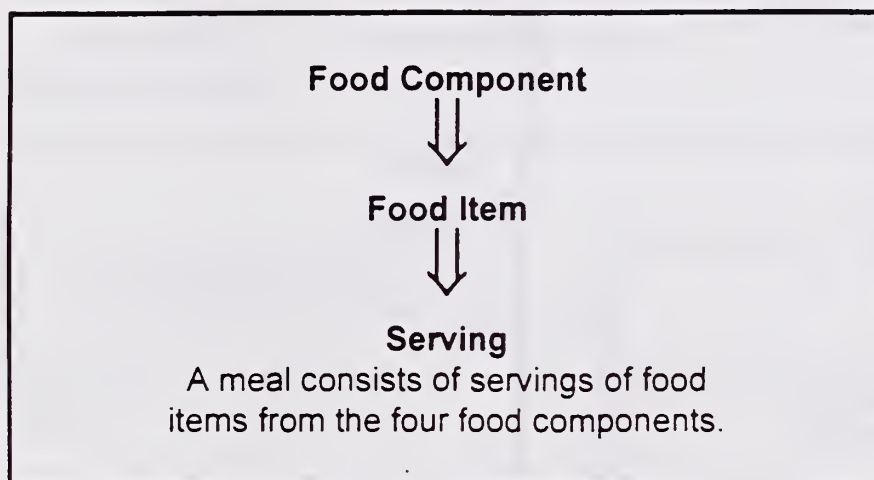
- One of the five required foods for lunch
 - Meat or Meat Alternate
 - Milk
 - Grains/Breads
 - Two Vegetables and/or Fruits

Notes

See Appendices A and B for the new Food Based Menus meal plans.

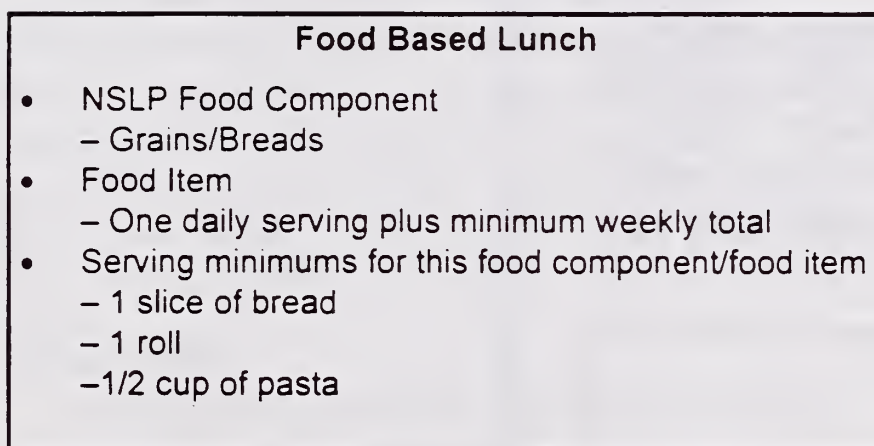
- One of the four required foods for breakfast
 - Two Grains/Breads and/or Meat or Meat Alternate
 - Milk
 - Juice/Fruit/Vegetable

The number of food items is specified by day **and by week** in the new menu plan for lunch. The number of food items for breakfast remains a daily criteria. For each food item, a minimum number and size of servings per day and/or week is specified.



Slide 13

An example with grains/breads is shown below:



Slide 14

The food components and food items are designed to provide the minimum RDA levels for calories and specified key nutrients and to meet the recommended Dietary Guidelines level of total fat and saturated fat over a school week.

Notes

Changes for Lunches

Meat/Meat Alternate

There are no changes in the required quantities for meat/meat alternate. The quantities for grades K-6 were not reduced because this food component is a major source of iron as well as other trace minerals.

However, if the school has been using the grades K-3 pattern and now chooses to include those grades in the grades K-6 group rather than the K-3 option, there will be an increase from 1 1/2 ounces to 2 ounces.

Vegetables/Fruits

Principal Differences

Vegetables/Fruits

Lunch Quantities for Grades K-6

3/4 cup Vegetables/Fruits per day
plus 1/2 cup per week

Lunch Quantities for Grades 7-12

1 cup Vegetables/Fruits per day

Slide 15

To meet the minimum lunch quantities required for the food item for the fruits/vegetables component for grades K-6, the minimum daily quantity is 3/4 cup with an additional 1/2 cup served **over a week**. For grades 7-12, the minimum daily quantity is one cup.

Purpose

- Replace calories from fat
- Increase complex carbohydrate
- Increase dietary fiber
- Increase nutrients

Slide 16

Notes

The increase for grades K-6 can be accomplished in several ways:

Notes

How?

Grades K-6

- Increase several items
- Add two servings of 1/4 cup per week
- Add one serving of 1/2 cup per week

Slide 17

For grades 7-12, the increase can be accomplished by:

How?

Grades 7-12

- Increase several items
- Add one serving of 1/4 cup per day

Slide 18

The choice of how to add the additional quantity for any group is left to the school. The decision should be based on what your students will eat and your food service operation.

For example, a school with prepackaged vegetables/fruits may opt to increase several serving sizes during the week to avoid the extra expense of packaging an additional item. A school that purchases most of its food in ready-to-serve units may find it easier to add 1/2 cup serving on only one day for grades K-6.

Plate waste

When making the decision on how to increase the quantity, plate waste must be a factor in that decision. Increasing the quantity of a less popular food would not lead to increased consumption of vegetables/fruits, which is the primary goal.

1/8 cup minimum

Menu planners are reminded that vegetables/fruits servings must contribute at least 1/8 cup to count toward the servings. When adding raisins or other fruits to a bread, for instance, the menu planner must assure that the fruit contributes at

least 1/8 cup according to the USDA *Food Buying Guide*.

Grains/Breads

Principal Differences Grains/Breads

Lunch Quantities for Grades K-6

12 Servings per week

Lunch Quantities for Grades 7-12

15 Servings per week

Allows one Grains/Breads serving
of grain-based dessert

Slide 19

Purpose

- Replace calories from fat
- Increase complex carbohydrate
- Increase nutrients
- Increase dietary fiber

Slide 20

The biggest difference in Food Based Menus over the traditional meal pattern is the increase in servings of grains/breads to 12 for grades K-6 and 15 for grades 7-12 over a week. This change is critical to the success of Food Based Menus in meeting the nutrition goals, particularly the calorie requirements and meeting the Dietary Guideline recommendations on fat and saturated fat.

Servings per day

The change in the number of servings is for a week. There is still only the requirement of **one serving of grains/bread per day**. This is not a good menu planning practice, however, because that meal will appear skimpy and the menu planner will be forced to concentrate the servings of grains/breads into fewer days.

For the purposes of the grains/breads food component/food item, a serving is defined as:

Notes

- A slice of bread or an equivalent serving of rolls, biscuits, etc.
- 1/2 cup of cooked rice, macaroni, noodles, etc.
- 1/2 cup of cereal grains

Notes

How?

- Increase the serving size of several items
- Add servings of grains/breads
- Consider one serving of a grain-based dessert per day for lunch

*Slide 21*Grain-based dessert option

Again, when increasing the number of servings available, it is the option of the school on how to achieve the increase.

For the purposes of the lunch grains/breads food component/food item, one dessert daily may be credited as a grains/breads serving for the grade groups K-6 and 7-12 and for the optional grade group K-3. The minimum quantities for dessert items will be established in guidance provided by FCS.

Plate waste

Plate waste with this food component is also a factor to be considered when deciding how to increase the number of servings. Which is more likely to be consumed: an additional bread serving in the pizza crust or an extra 1/2 cup of noodles? The answer will depend on the preferences of your students.

Milk

The portion size for milk remains the same as for the traditional meal pattern. Section 107 of Public Law 103-448 did modify the statutory requirement to offer fluid whole milk and fluid unflavored lowfat milk for lunch. Schools are now required to offer a variety of fluid milk consistent with children's preferences in the prior year. If a specific type of milk represents less than one percent of the total

amount of milk consumed in the previous year, the school may elect not to offer that type of milk for lunch.

No Changes for Breakfast

An optional group for grades 7-12 with one additional serving of grains/breads per day has been added for Food Based Menus. The purpose of the change is to provide additional calories for adolescents, particularly males.

Offer versus Serve

Offer versus Serve for Food Based Menus is the same as under the traditional meal pattern.

Offer versus Serve

General Rules

- Allows students to decline a certain number of food items in the meal.
- Reduces food waste and food costs.
- Must be implemented in senior high schools for lunch.
- Junior high, middle schools and elementary schools have the option for lunch.

Slide 22

Under Offer versus Serve, students are allowed to take smaller portions of the **declined** food items. The required food items taken by the student, however, must be a full serving.

The decision to decline the allowed number of food items or to accept smaller portions of otherwise declined food items does not affect the charge for the meal.

Within the minimum quantities specified in the regulations for the various age and grade groups, the menu planner establishes what constitutes a "serving."

Notes

Goals

Notes

Goals of Offer versus Serve

- Minimize plate waste
- Encourage more food choices

Slide 23

Offer versus Serve for Food Based Menus

National School Lunch Program

Offer versus Serve

Traditional and Food Based Menus

- All five food items must be offered to all students.
- The serving sizes must equal the minimum required quantities by age or grade group.
- The lunch must be priced as a unit.
- Students have the option of which item(s) to decline.

Slide 24

Students must be offered all five required food items:

- One serving each of:
 - Meat/Meat Alternate
 - Milk
 - Grains/Breads
- Two servings of:
 - Vegetables/Fruits

Senior high students are allowed to decline two of the five required food items.

Offer versus Serve is optional below the senior high level. Students below the senior high level may be permitted to decline one or two of the five required food items.

School Breakfast Program

Offer versus Serve

Traditional and Food Based Menus

- All four food items must be offered to students.
- The serving sizes must equal the minimum quantities required by age or grade group
- The breakfast must be priced as a unit.
- Students have the option of which item to decline.

Slide 25

Students must be offered all four required food items:

- One serving each of:
 - Milk
 - Juice/Fruit/Vegetable
- One of each or two of:
 - Grains/Breads
 - Meat/Meat Alternate

At the option of school food authority, each school may allow the students to refuse one **food item** from any component.

Grains/Breads

For the purposes of Offer versus Serve and taking into consideration the multiple servings required for the grains/breads food component/food item, the daily **component** requirement will be considered met if the student selects **at least** one of the one or more daily servings offered.

For example, in a school with grades 7-12, the following foods are offered as the grains/breads food component/food item to meet the 15 servings per week/one per day requirement:

Day 1

- 1 slice of garlic bread (counts as 1 serving)
- 1 cup of spaghetti (2 servings)
- The required minimum for dessert item (1 serving)

Total servings: 4

Day 2

- 1/2 cup of rice (1 serving)
- The required minimum for dessert item (1 serving)

Total servings: 2

Day 3

- 1 cup of noodles (2 servings)
- 1 roll (1 serving)
- The required minimum for a dessert item (1 serving)

Total servings: 4

Notes

Day 4

- 1 cup of noodles (2 servings)
- 1 roll (1 serving)
- The required minimum for a dessert item (1 serving)

Total servings: 4

Day 5

- 2 rolls offered as a single serving (counts as 1 serving as the menu planner established this as the serving size)

Total servings: 1

Total servings for the week: 15

In this example, the school is complying with all requirements as it offered at least one serving of this food item daily and also offered the required **weekly** total.

Other Regulations for Food Based Menus

Alternate Foods for Meals

The current regulations for Enriched Macaroni Products with Fortified Protein, Cheese Alternate Products, Vegetable Protein Products and Formulated Grain-Fruit Products still apply.

Foods of Minimal Nutritional Value

The current regulations still apply in this area also. See Appendix E.

Child Nutrition Labeling Program

The current regulations also still apply. See Appendix F.

Notes

Summary

Principal Differences

Two required Grade Groups

Lunch Quantities for Grades 7-12

- 1 cup vegetables/fruits per day
- 15 servings of grains/breads per week

Lunch Quantities for Grades K-6

- 3/4 cup vegetables/fruits per day, plus 1/2 cup per week
- 12 servings of grains/breads per week

Lunch Quantities for Option K-3

- 3/4 cup vegetables/fruits per day
- 10 servings of grains/breads per week

Allows one grains serving per lunch of grain-based dessert

Slide 26

Food Based Menus provide a menu plan that is very similar to the traditional meal pattern. Therefore, it requires less retraining to implement. It requires specific foods in specific amounts for the required grade groupings. The component structure makes it easy to use for nutrition education lessons. The standard quantities simplify the provision of food products by vendors.

Because it will not be analyzed regularly, it is the strict adherence to the new meal plans with their increased servings of vegetables, fruits and grains that will allow this menu planning system to meet the nutrition goals. The school food authority does not have to have their own computer hardware and software because the state agency will monitor the nutrient content during their review to check compliance with the nutrition goals. When conducting a nutrient analysis, the same Nutrient Standards will be used as for the required minimum age/grade groups for NuMenus.

Benefits of Food Based Menus

- Enhancement to traditional meal pattern
- Less retraining
- Component structure for nutrition education
- Standard quantities for vendors
- No need for hardware or software

Slide 27

Notes

⑥ Guided Practice

Activity: Appendix G: Quizzes

⑦ Individual Practice

None

⑧ Closure

Show the menus from the Set again. Can students spot the ones that do not meet the Program Requirements?

Review competencies.

⑨ Back on the Job...

Program Requirements is an important area to cover in staff training.

Appendix A: Food Based Menus Meal Plans

Lunch

Minimum Quantities for Food Based Menus Lunch					
	Required				Option
	Ages 1-2	Preschool	Grades K-6	Grades 7-12	Grades K-3
<i>Meal Component</i>					
Milk (as a beverage)	6 fl. oz.	6 fl. oz.	8 fl. oz.	8 fl. oz.	8 fl. oz.
Meat or Meat Alternate (quantity of the edible portion as served)					
Lean meat, poultry or fish	1 oz.	1 1/2 oz.	2 oz.	2 oz.	1 1/2 oz.
Cheese	1 oz.	1 1/2 oz.	2 oz.	2 oz.	1 1/2 oz.
Large egg	1/2	3/4	1	1	3/4
Cooked dry beans or peas	1/4 cup	3/8 cup	1/2 cup	1/2 cup	3/8 cup
Peanut butter or other nut or seed butters	2 Tablespoons	3 Tablespoons	4 Tablespoons	4 Tablespoons	3 Tablespoons
The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above:					
Peanuts, soynuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry or fish).	1/2 oz. = 50%	3/4 oz. = 50%	1 oz. = 50%	1 oz. = 50%	3/4 oz. = 50%
Vegetables/Fruits (2 or more servings of vegetables or fruits or both)	1/2 cup	1/2 cup	3/4 cup plus extra 1/2 cup over a week ¹	1 cup	3/4 cup
Grains/Breads Must be enriched or whole grain. A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or 1/2 cup of cooked rice, macaroni, noodles, other pasta products or cereal grains.	5 servings per week ¹ Minimum of 1/2 per day ²	8 servings per week ¹ Minimum of 1 per day ²	12 servings per week ¹ Minimum of 1 per day ²	15 servings per week ¹ Minimum of 1 per day ²	10 servings per week ¹ Minimum of 1 per day ²

¹ For the purposes of this chart, a week equals five days.

² Up to one grains/breads serving per day may be a dessert.

Appendix B: Food Based Menus Meal Plans

Breakfast

Minimum Quantities for Food Based Menus Breakfast				
	Required			Option
	Ages 1-2	Preschool	Grades K-12	Grades 7-12
<i>Meal Component</i>				
Milk (Fluid) (As a beverage, on cereal or both)	1/2 cup	3/4 cup	8 fl. oz.	8 fl. oz.
Juice/Fruit/Vegetable Fruit and/or vegetable; or full-strength fruit juice or vegetable juice	1/4 cup	1/2 cup	1/2 cup	1/2 cup
Select <u>one</u> serving from each of the following components or <u>two</u> from one component:				
Grains/Breads One of the following or an equivalent combination: Whole grain or enriched bread Whole grain or enriched biscuit/roll, muffin, etc. Whole grain, enriched or fortified cereal	1/2 slice 1/2 serving 1/4 cup or 1/3 oz.	1/2 slice 1/2 serving 1/3 cup or 1/2 oz.	1 slice 1 serving 3/4 cup or 1 oz.	1 slice 1 serving 3/4 cup or 1 oz. <u>Plus</u> an additional serving of one of the grains/breads above
Meat or Meat Alternates: Meat/poultry or fish Cheese Egg (large) Peanut butter or other nut or seed butters Cooked dry beans and peas Nut and/or seeds (as listed in program guidance) ¹	1/2 oz. 1/2 oz. 1/2 1 Tablespoon 2 Tablespoons 1/2 oz.	1/2 oz. 1/2 oz. 1/2 1 Tablespoon 2 Tablespoons 1/2 oz.	1 oz. 1 oz. 1/2 2 Tablespoon 4 Tablespoons 1 oz.	1 oz. 1 oz. 1/2 2 Tablespoon 4 Tablespoons 1 oz.

¹ No more than 1 oz. of nuts and/or seeds may be served in any one meal.

Appendix C: Activity

Nutrients

Directions: List the nutrients and dietary components for each of the following:

Nutrients and Dietary Components in Nutrient Standards

1.

2.

3.

4.

5.

6.

7.

8.

Other Nutrients and Dietary Components Analyzed

1.

2.

3.

4.

Appendix D: Recommended Dietary Allowances

The Recommended Dietary Allowances (RDA) are defined as the level of intake of essential nutrients that, on the basis of scientific knowledge, are judged by the Food and Nutrition Board of the National Academy of Science to be adequate to meet the known nutrient needs of practically all healthy persons. Recommended Dietary Allowances are periodically revised as new research provides better data on nutrient needs. The RDA is intended to provide for individual variations among most healthy persons who live in the United States. A person does not necessarily have a nutritional deficiency because his or her diet fails to meet the RDA. The RDA is intended to be used as a guide for planning diets for groups of people. The theory is that if diets meet 100 percent of the RDA, it will be highly unlikely that people will suffer from a nutritional deficiency, unless they are sick or have a condition that increases nutrient needs or interferes with nutrient utilization.

Because of the use of the RDA in national Child Nutrition Programs, it is important to understand their appropriate applications and limitations. Three points are of particular importance and are repeated here:

Part of a Normal Diet

The recommended allowances for nutrients are amounts intended to be consumed as part of a normal diet. If the RDA are met through a variety of foods from diverse food groups rather than by supplementation or fortification, such diets will likely be adequate in all other nutrients.

Needs of a Group

RDA are safe and adequate levels intended to be sufficiently generous to meet needs of a group of people.

Probable Risk

Although RDA are most appropriately applied to groups, a comparison of individual intakes averaged over a sufficient length of time and compared to the RDA allows an estimate to be made about the probable risk of problems for that individual.

Appendix D – (continued)

1989 Recommended Dietary Allowances Revised Table

The Allowances are expressed as average daily intakes over time, and are intended to provide for individual variations among most normal persons under usual environmental stresses in the United States.

Age (years) & gender	Reference Weight Height		Vitamins														Minerals							
			Protein	Vitamin A	Thiamin	Riboflavin	Niacin	Vitamin B6	Folate	Vitamin B12	Vitamin C	Vitamin D	Vitamin E	Vitamin K	Calcium	Iodine	Iron	Magnesium	Phosphorus	Selenium	Zinc			
	kg	lbs	cm	in	g	RE	mg	mg	NE	mg	µg	µg	mg	µg	αTE	µg	mg	µg	mg	mg	mg	µg	mg	
Infants																								
0.0 - 0.5	6	13	60	24	13	375	0.3	0.4	5	0.3	25	0.3	30	7.5	3	5	400	40	6	40	300	10	5	
0.5 - 1.0	9	20	71	28	14	375	0.4	0.5	6	0.6	35	0.5	35	10	4	10	600	50	10	60	500	15	5	
Children																								
1 - 3	13	29	90	35	16	400	0.7	0.8	9	1.0	50	0.7	40	10	6	15	800	70	10	80	800	20	10	
4 - 6	20	44	112	44	24	500	0.9	1.1	12	1.1	75	1.0	45	10	7	20	800	90	10	120	800	20	10	
7 - 10	28	62	132	52	28	700	1.0	1.2	13	1.4	100	1.4	45	10	7	30	800	120	10	170	800	30	10	
Males																								
11 - 14	45	99	157	62	45	1000	1.3	1.5	17	1.7	150	2.0	50	10	10	45	1200	150	12	270	1200	40	15	
15 - 18	66	145	176	69	59	1000	1.5	1.8	20	2.0	200	2.0	60	10	10	65	1200	150	12	400	1200	50	15	
19 - 24	72	160	177	70	58	1000	1.5	1.7	19	2.0	200	2.0	60	10	10	70	1200	150	10	350	1200	70	15	
25 - 50	79	174	176	70	63	1000	1.5	1.7	19	2.0	200	2.0	60	5	10	80	800	150	10	350	800	70	15	
51 +	77	170	173	68	63	1000	1.2	1.4	15	2.0	200	2.0	60	5	10	80	800	150	10	350	800	70	15	
Females																								
11 - 14	46	101	157	62	46	800	1.1	1.3	15	1.4	150	2.0	50	10	8	45	1200	150	15	280	1200	45	12	
15 - 18	55	120	163	64	44	800	1.1	1.3	15	1.5	180	2.0	60	10	8	55	1200	150	15	300	1200	50	12	
19 - 24	58	128	164	65	46	800	1.1	1.3	15	1.6	180	2.0	60	10	8	60	1200	150	15	280	1200	55	12	
25 - 50	63	138	163	64	50	800	1.1	1.3	15	1.6	180	2.0	60	5	8	65	800	150	15	280	800	55	12	
51 +	65	143	160	63	50	800	1.0	1.2	13	1.6	180	2.0	60	5	8	65	800	150	10	280	800	55	12	
Pregnant					60	800	1.5	1.6	17	2.2	400	2.2	70	10	10	65	1200	175	30	320	1200	65	15	
Lactating																								
1st 6 mo.					65	1300	1.6	1.8	20	2.1	280	2.6	95	10	12	65	1200	200	15	355	1200	75	19	
2nd 6 mo.					62	1200	1.6	1.7	20	2.1	260	2.6	90	10	11	65	1200	200	15	340	1200	75	16	

Recommended Dietary Allowances. 10th revised edition © 1989, by the National Academy of Sciences, National Academy Press, Washington DC. The RDA are designed for the maintenance of good nutrition of practically all healthy people in the United States. The recommended amounts are related to the reference heights and weights listed here. Weights and heights are the medians for the U.S. Population as reported in NHANES II. The median weights of those under 19 years of age are taken from Hamill et al., 1979.

DEFINITIONS:

mcg or µg = micrograms; 1000 mcg = 1 mg; 1000 mg = 1 gram.

Thiamin = Vit B1; Riboflavin = Vit B2; Niacin = Vit B3. RE (Retinol equivalents) = 1µ Vitamin A from animal sources, or 6 µ of Vitamin A from B-carotene (plant sources). Vitamin D: 10 µg of Vitamin D (as cholecalciferol) = 400 IU (International Units). IUs are an older measure. Vitamin E: 1 mg of d-α tocopherol = 1 αTE (TE = tocopherol equivalent). Niacin (Vitamin B3): NE (niacin equivalent) is 1 mg of niacin or 60 mg of dietary tryptophan. Also referred to as mg-NE.

Appendix D – continued

Recommended Energy Intake

Category	Age	Weight		Height		REE [*] (kcal/day)	Average Energy Allowance (kcal) ^{**}		
		kg	lb	cm	in		Multiples of REE	Per kg	Per day ^{***}
Infants	0.0-0.5	6	13	60	24	320		108	650
	0.5-1.0	9	20	71	28	500		98	850
Children	1-3	13	29	90	35	740		102	1300
	4-6	20	44	112	44	950		90	1800
	7-10	28	62	132	52	1130		70	2000
Males	11-14	45	99	157	62	1440	1.70	55	2500
	15-18	66	145	176	69	1760	1.67	45	3000
Females	11-14	46	101	157	62	1310	1.67	47	2200
	15-18	55	120	163	64	1370	1.60	40	2200

Modified from Recommended Dietary Allowances, ed 10, National Research Council, Washington, DC, 1989, National Academy Press.

^{*} Calculation based on WHO equations, then rounded. 3 REE. Resting energy expenditure.

^{**} In the range of light to moderate activity, the coefficient of variation is $\pm 20\%$.

^{***} Figure is rounded.

Appendix E: Foods of Minimal Nutritional Value

Competitive Foods

Competitive foods means any foods sold in competition with the program to children in food service areas during the lunch periods.

Foods of Minimal Nutritional Value

A Food of Minimal Nutritional Value means:

1. In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
2. In the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving.

The eight nutrients to be assessed for this purpose are:

1. Protein
2. Vitamin A
3. Vitamin C
4. Niacin
5. Riboflavin
6. Thiamin
7. Calcium
8. Iron

General Information

State agencies and school food authorities shall establish such rules or regulations as are necessary to control the sale of foods in competition with lunches served under the Program. Such rules or regulations shall prohibit the sale of foods of minimal nutritional value, as listed in Appendix B of this part, in the food service areas during the lunch periods. The sale of other competitive foods may, at the discretion of the state agency and school food authority, be allowed in the food service area during the lunch period only if all income from the sale of such foods is accrued to the benefit of the nonprofit school food service or the school or student organizations approved by the school. State agencies and school food authorities may impose additional restrictions on the sale of and income from all foods sold at any time throughout schools participating in the Program.

Appendix F: USDA Child Nutrition Labeling Program

CN

The USDA Child Nutrition Labeling Program

CN

The Child Nutrition (CN) Labeling Program is a voluntary Federal labeling program for the Child Nutrition Programs.

WHO RUNS THE PROGRAMS?

The CN Labeling Program is run by the Food and Consumer Service (FCS) of the U.S. Department of Agriculture (USDA) in cooperation with the following agencies:

- Food Safety and Inspection Service
- Agricultural Marketing Service
- National Marine Fisheries Service

The program is operated by FCS directly with commercial food processing firms.

HOW DOES THE PROGRAM WORK?

The program requires an evaluation of a product's formulation by FCS to determine its contribution toward meal pattern requirements. It allows manufacturers to state this contribution on their labels. The program provides a warranty against audit claims for purchases of CN-labeled products.

WHAT PRODUCTS ARE ELIGIBLE FOR CN LABELS?

- Main dish products which contribute to the meat/meat alternate component of the meal pattern requirements. Examples of these products include beef patties, cheese or meat pizzas, meat or cheese and bean burritos, egg rolls and breaded fish portions.
- Juice and juice drink products which contain at least 50 percent full-strength juice by volume. This includes such products as grape drink, fruit punch, and juice drink bars.

To carry CN labels, eligible products must:

- Be produced under Federal Inspection by USDA or USDC.
- Have the contribution of meat/meat alternate products determined using yields in the USDA Food Buying Guide.

ARE MANUFACTURERS REQUIRED TO CN LABEL PRODUCTS?

There is no Federal requirement that anyone make or purchase CN-labeled products. Purchasing decisions are left to the local level. If a CN-labeled product is desired, this must be clearly stated in purchasing specifications.

WHAT ARE THE ADVANTAGES OF USING CN LABELS?

- A CN label statement clearly identifies the contribution of a product toward the meal pattern requirements. It protects you from exaggerated claims about a product.
- A CN label provides a warranty against audit claims, if used according to the manufacturer's directions.

DO CN-LABELED PRODUCTS COST MORE?

They should not. Cost comparison between two meat products should be based on the cost per ounce or pound that **contributes** to the meal pattern requirements, not on the **product** cost per ounce or pound.

HOW DO I IDENTIFY A CN LABEL?

A CN label will always contain the following:

- The CN logo which is a distinct border.
- The meal pattern contribution statement.
- A six-digit product identification number.
- USDA/FCS authorization.
- The month and year of approval.

For additional information about the CN Labeling Program, contact:

U.S. Department of Agriculture
Nutrition and Technical Services Division
Food and Consumer Service
Room 607
3101 Park Center Drive
Alexandria, VA 22302
(703) 305-2556

SAMPLE LABEL STATEMENT

000000

This 5.00-oz. Pizza with Ground Beef and Vegetable Protein Product provides 2.00 oz. equivalent meat/meat alternate, ½ cup serving of vegetable, and 1½ servings of bread alternate for the Child Nutrition Meal Pattern Requirements. Use of this logo and statement authorized by the Food and Consumer Service, USDA 05-84.

Appendix G: Quizzes

Program Requirements for Food Based Menus

Circle the most appropriate answer:

1. There are benefits to using Food Based Menus in planning. Some of those benefits are:
 - a) It is based on the component structure, which helps students relate school breakfast and lunch to the Food Guide Pyramid.
 - b) It can achieve cost control through smaller portion sizes.
 - c) It provides an easier transition because it is consistent with the traditional meal pattern.
 - d) a and c
 - e) a, b, and c
2. The major differences for lunch between Food Based Menus and the traditional menu pattern are:
 - a) In order to replace calories when reducing fat, the portion sizes for the meal components of grains/breads and vegetables/fruits have increased for lunch.
 - b) With the exception of foods of minimal nutritional value, all foods can be credited toward the reimbursable lunch.
 - c) One grains/breads serving per lunch may be a dessert.
 - d) In order to replace calories when reducing fat, the portion sizes for the meat or meat alternate component have increased for lunch.
 - e) a and c
3. The grade groups for minimum quantities for lunches are:
 - a) Required for grades K-6 and 7-12.
 - b) Optional age group of grades K-2.
 - c) Required for grades K-3, 4-6 and 7-12.
 - d) a and b
 - e) No different than the traditional lunch pattern.
4. The Offer vs. Serve requirement in Food Based Menus:
 - a) Is an effort to reduce food waste and food cost in the cafeteria.
 - b) Has not changed from the traditional meal pattern.
 - c) Must be implemented in senior high schools.
 - d) Allows schools to offer a smaller portion if the full portion is declined.

- e) All of the above.
5. Offer vs. Serve requirements for a senior high school lunch using Food Based Menus:
- a) Must offer all five required food items.
 - b) Students can decline up to two of the required food items.
 - c) The entree must be taken.
 - d) There were no changes from the traditional pattern.
 - e) a, b, and d

For the questions below, list as many responses as you can.

6. A school serves students grades 6-9. What meal pattern grade group(s) for minimum serving sizes can you use?
7. What meal pattern age/group(s) for minimum serving sizes can you use for a school that serves K-8 at breakfast?
8. What are the changes in lunch quantities in the Food Based Menus from the traditional pattern for grades 7-12?
9. What are the changes in lunch quantities for grades K-6?
10. What are the differences in the breakfast requirements comparing Food Based Menus from the traditional?

Appendix H: Required Grade Nutrient Standards

Required Grade Nutrient Standards - Breakfast

Calories and Nutrient Levels for School Breakfast (school week averages)			
	Preschool	Grades K-12	Option Grades 7-12
Energy Allowances (calories)	388	554	618
Total fat (g) ³	13 ¹	18 ¹	21 ¹
Total saturated fat (g) ³	4 ²	6 ²	7 ²
Protein (g)	5	10	12
Calcium (mg)	200	257	300
Iron (mg)	2.5	3.0	3.4
Vitamin A (RE)	113	197	225
Vitamin C (mg)	11	13	14

¹ Total fat not to exceed 30 percent over a school week

² Saturated fat to be less than 10 percent over a school week

³ The grams of fat will vary depending on actual level of calories

Required Grade Nutrient Standards - Lunch

Calories and Nutrient Levels for School Lunch (school week averages)				
	Pre- School	Grades K-6	Grades 7-12	Grades K-3 Option
Energy Allowances (calories)	517	664	825	633
Total fat (g) ³	17 ¹	22 ¹	28 ¹	21 ¹
Total saturated fat (g) ³	6 ²	7 ²	9 ²	7 ²
Protein (g)	7	10	16	9
Calcium (mg)	267	286	400	267
Iron (mg)	3.3	3.5	4.5	3.3
Vitamin A (RE)	150	224	300	200
Vitamin C (mg)	14	15	18	15

¹ Total fat not to exceed 30 percent over a school week

² Saturated fat to be less than 10 percent over a school week

³ The grams of fat will vary depending on actual level of calories

Appendix I: Instructor Outline

Lesson 2: Program Requirements – Food Based Menus

Lesson Time

Approximately 1 1/2 hours

Equipment

- ✓ Slide projector
- ✓ 2 screens
- ✓ Overhead projector

Materials

- ✓ Slides
- ✓ Transparencies:
 - T-1 Total Fat Goal for Grades K-6, Lunch
 - T-2 Saturated Fat Goal for Grades K-6, Lunch
 - T-3 Fat Goals for Grades K-6
- ✓ Activity – Appendix C: Nutrients
- ✓ Activity – Appendix G: Quizzes

Lesson Plan Outline

1. Interest Building Strategy/Set
 - a) Show slides of menus that do or do not meet the new program requirements. Ask if students can determine which do and do not. They will be able to by the end of the lesson. Do not go into detail at this point.
2. Review Competencies
3. Purpose
 - a) Our goal is to plan menus that meet the nutritional requirements of children. Food Based Menus is one menu planning option for doing that.
 - b) We can use the familiarity of the traditional meal pattern to ease our transition into implementing healthy school meals.
4. Transfer
 - a) The program requirements for Food Based Menus are very similar to the traditional meal pattern. We will assume you are very familiar with the traditional meal pattern and concentrate our efforts on learning the program requirements that have changed.
5. Instruction
 - a) Discuss how Food Based Menus are planned with foods from specific food groups in specific quantities, but have the same ultimate goal of meeting the nutrition goals as NuMenus.
 - b) Discuss how the goal in revising the traditional meal pattern was to keep it as much the same as possible. There are only a few changes that are intended to have a major impact on the nutritional quality of the meal by increasing grains, vegetables and fruits and making mandatory two grade groupings.
 - c) Discuss the changes in the new Food Based Menus plans as opposed to the traditional meal pattern.
 - d) Review the Nutrient Standard topics.
 - e) Review the requirements for food components and items.
 - f) Discuss the changes for lunch by component.
 - g) Discuss the change for breakfast which adds an optional grade group for grades 7-12.
 - h) Discuss Offer Versus Serve and how the goals and rules remain the same as for the traditional meal patterns.
 - i) Discuss the other regulations for Food Based Menus which also remain the same as for the traditional meal patterns: Alternate Foods for Meals, Foods of Minimal Nutritional Value and the Child Nutrition Labeling Program.

6. Guided Practice
 - a) Activity – Appendix C: Nutrients
 - b) Activity – Appendix G: Quizzes
7. Individual Practice
 - a) None
8. Closure
 - a) Show the menus from the Interest Building Strategy/Set again. Can students spot the ones that do not meet the Program Requirements?
 - b) Review competencies
9. Back on the Job...
 - a) Program Requirements is an important area to cover in staff training.
10. Appendices
 - a) Appendix A: Food Based Menus Meal Plans – Lunch
 - b) Appendix B: Food Based Meal Plans – Breakfast
 - c) Appendix C: Nutrients
 - d) Appendix D: Recommended Dietary Allowances
 - e) Appendix E: Foods of Minimal Nutritional Value
 - f) Appendix F: USDA Child Nutrition Labeling Program
 - g) Appendix G: Quizzes
 - h) Appendix H: Required Grade Nutrient Standards
 - i) Appendix I: Instructor Outline
 - j) Appendix J: Instructor Key

Appendix J: Instructor Key

Program Requirements for Food Based Menus**Circle the most appropriate answer:**

1. There are benefits to using Food Based Menus in planning. Some of those benefits are:
 - a) It is based on the component structure, which helps students relate school breakfast and lunch to the Food Guide Pyramid.
 - b) It can achieve cost control through smaller portion sizes.
 - c) It provides an easier transition because it is consistent with the traditional meal pattern.
 - d) *a and c*
 - e) a, b, and c
2. The major differences for lunch between Food Based Menus and the traditional menu pattern are:
 - a) In order to replace calories when reducing fat, the portion sizes for the meal components of grains/breads and vegetables/fruits have increased for lunch.
 - b) With the exception of foods of minimal nutritional value, all foods can be credited toward the reimbursable lunch.
 - c) One grains/breads serving per lunch may be a dessert.
 - d) In order to replace calories when reducing fat, the portion sizes for the meat or meat alternate component have increased for lunch.
 - e) *a and c*
3. The age/grade groups for minimum quantities for lunches are:
 - a) *Required for grades K-6 and 7-12.*
 - b) Optional age group of grades K-2.
 - c) Required for grades K-3, 4-6 and 7-12.
 - d) a and b
 - e) No different than the traditional lunch pattern.
4. The Offer vs. Serve requirement in Food Based Menus:
 - a) Is an effort to reduce food waste and food cost in the cafeteria.
 - b) Has not changed from the traditional meal pattern.
 - c) Must be implemented in senior high schools.
 - d) Allows schools to offer a smaller portion if the full portion is declined.

e) *All of the above.*

5. Offer vs. Serve requirements for a senior high school lunch using Food Based Menus:

- a) Must offer all five required food items.
- b) Students can decline up to two of the required food items.
- c) The entree must be taken.
- d) There were no changes from the traditional pattern.

e) *a, b, and d*

For the questions below, list as many responses as you can.

6. A school serves students grades 6-9. What meal pattern grade group(s) for lunch minimum serving sizes can you use?

Must use K-6 and 7-12

7. What meal pattern age/group(s) for minimum serving sizes can you use for a school that serves K-8 at breakfast?

a) *K-12 or K-6 plus 7-12*

8. What are the changes in lunch quantities in the Food Based Menus from the traditional pattern for grades 7-12?

a) *Vegetables/fruits from 3/4 cup to 1 cup per day.*

b) *servings bread/bread alternate per week to 15 grains/breads per week.*

9. What are the changes in lunch quantities for grades K-6?

a) *Vegetables/fruits increase by 1/2 cup over a week.*

b) *servings bread/bread alternate per week to 12 grains/breads per week.*

10. What are the differences in the breakfast requirements comparing Food Based Menus from the traditional?

The only difference is that there is an optional provision for increased serving sizes for grades 7-12.

T-1

Total Fat Goal for Grades K-6

$$\begin{aligned} & 664 \text{ calories} \times 30\% \\ & = 199 \text{ calories maximum from fat.} \end{aligned}$$

$$\begin{aligned} & 199 \text{ calories from fat divided by } 9 \\ & \quad (9 \text{ calories per gram of fat}) \\ & = 22 \text{ grams of fat.} \end{aligned}$$

T-2

Saturated Fat Goal for Grades K-6

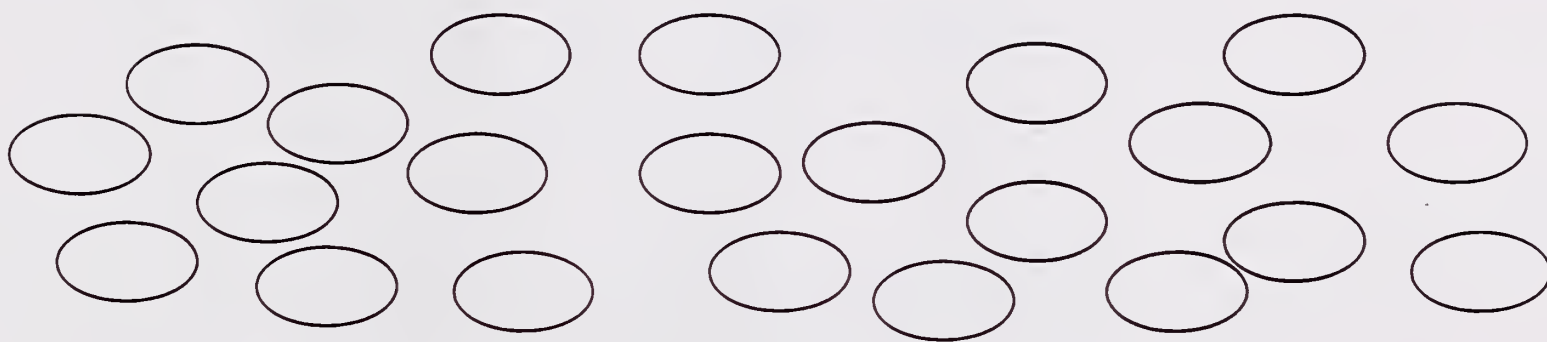
664 calories x 10%
= 64 calories maximum
from saturated fat.

64 calories from saturated
fat divided by 9
(9 calories per gram of fat)
= 7 grams of saturated fat.

T-3

Fat Goals for Grades K-6

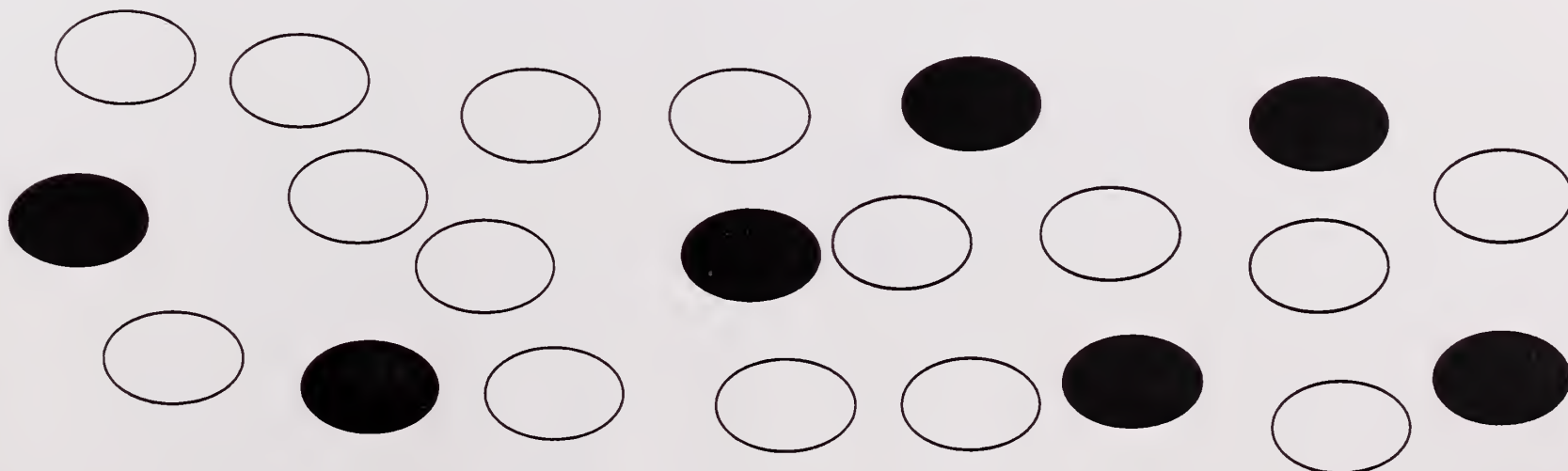
30% of calories from total fat
= 22 grams



10% of calories from saturated fat
= 7 grams



The 7 grams of saturated fat are a part of the
22 grams of total fat



10

10-1

Amesbury, Mass.

Dear Sirs:

I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above.

I have also the honor to acknowledge the receipt of your letter of the 11th inst. in relation to the above.

I have also the honor to acknowledge the receipt of your letter of the 12th inst. in relation to the above.

I am, Sir, very respectfully,
Yours, very truly,

Wm. H. Smith

I have also the honor to acknowledge the receipt of your letter of the 13th inst. in relation to the above.

I have also the honor to acknowledge the receipt of your letter of the 14th inst. in relation to the above.

Letter to the President of the United States

from the American People

Dear Mr. President:

I am writing to you today to express my

deep concern about the current state of our

country and the challenges we face.

As a citizen, I feel a strong sense of duty to

share my thoughts and concerns with you.

I believe that our country is at a critical

moment in its history, and we need your

leadership to guide us through these difficult

times. I am confident that you will

take the necessary steps to address the

issues at hand.

Yours faithfully,
[Signature]

Lesson 3: Program Requirements – NuMenus and Assisted NuMenus

Competencies

Participants will be able to:

1. Recognize a reimbursable breakfast and lunch based on the daily and weekly criteria.
2. Identify food items which do and do not meet the criteria of a single menu item as a part of a reimbursable meal in NuMenus.
3. Recognize a reimbursable breakfast and lunch when Offer versus Serve (OVS) is implemented.
4. Recognize foods of minimal nutritional value and when they should or should not be included in the nutrient analysis of a meal.



Lesson 3: Program Requirements – NuMenus and Assisted NuMenus

Notes

Lesson 3

Program Requirements – NuMenus and Assisted NuMenus

Slide 1

Lunch Menu A

- Hamburger
- Lettuce, Tomato, Onion
- Potato Salad
- Watermelon Wedge

Slide 2

Lunch Menu B

- Chicken Tostada Salad
- Candy-coated Popcorn
- Milk

Slide 3

Breakfast Menu C

- Juice
- Cereal
- Milk

Slide 4

Overview

NuMenus and Assisted NuMenus are two of the three menu planning options in the USDA *School Meals Initiative for Healthy Children*. The other is Food Based Menus, which is based on the food components and the quantity of items offered.

All of the menu planning systems plan menus using foods. The difference is that with NuMenus and Assisted NuMenus, any foods in any quantities may be used to meet the nutrition goals, unlike Food Based Menus, where foods from specific food groups and in specific quantities must be offered.

① Interest Building Strategy/Set

Show menus that do or do not meet program requirements. Ask if students can determine which do and do not. They will be able to by the end of the lesson. Do not go into detail at this point.

② Review Competencies

③ Purpose

Our goal is to plan menus that meet the nutritional requirements of children. NuMenus and Assisted NuMenus menu planning systems will allow you to plan a menu with immediate feedback on how well you are meeting those requirements.

The flexibility of NuMenus and Assisted NuMenus allows you to create menus that meet the needs of your operation and your students, but still meet the nutritional requirements of children.

④ Transfer

There are specific program requirements for NuMenus and Assisted NuMenus, just as there were for the traditional meal pattern. The requirements regarding fluid milk as a beverage and foods of minimal nutritional value remain the same. We will study the NuMenus and Assisted NuMenus program requirements, reviewing those that are familiar and learning the important new program requirements.

Meet Nutrition Goals

The goal of all three menu planning systems is to meet the nutrition goals:

USDA School Meals Initiative for Healthy Children *Nutrition Goals*

- Recommended Dietary Allowances
 - 1/4 RDA for Breakfast
 - 1/3 RDA for Lunch
- Calorie Goals
 - Age appropriate
- Dietary Guidelines for Americans
 - Balanced nutrient content

Slide 5

School food authorities may select any of the three menu planning systems as their method to promote the health of the nation's school children.

Nutrient Analysis

With NuMenus, the school will conduct a nutrient analysis of the menus. With Assisted NuMenus, an outside consultant will conduct the nutrient analysis. During state agency reviews, a check will be made to ensure that the analysis is being done accurately. With Food Based Menus, the state agency will conduct the analysis during its review.

Flexibility

The traditional meal pattern has been successful in providing adequate calories and most nutrients. It did not, however, have quantitative limits for total fat and saturated fat, or encourage an increase in complex carbohydrates and dietary fiber. NuMenus and Assisted NuMenus allow menu planners the flexibility of breaking away from the traditional meal pattern and using a variety of foods in any quantity to improve the nutritional quality of the meal. Only fluid milk is required.

The increased flexibility of the NuMenus system is designed to give menu planners a wider array of options when making changes in their menus, yet the ultimate goal is the same as for Food Based Menus: to maintain the calories and nutrients while

Notes

encouraging lowfat options that will better meet the nutritional needs.

NuMenus and Assisted NuMenus

NuMenus is a flexible new menu planning system that allows menu planners to break away from tradition and plan innovative and appealing menus for students. Many of the old rules and regulations do not apply to NuMenus and Assisted NuMenus, but there are many new ones to learn.

Key Points NuMenus

- Nutrient Standards
- Weekly averages
- Weighted Nutrient Analysis
- Combined breakfast and lunch

Slide 6

Nutrient Standards

Peanuts



1

Definition

A Nutrient Standard is the required level of calories and nutrients for a specific age group.

What is a Nutrient Standard?

The required level of calories and nutrients for a specific grade or age group is a Nutrient Standard

Slide 7

Notes

④ Transfer

The Nutrient Standards are the yardstick to measure success. In the past, our yardstick was the traditional menu pattern. With NuMenus and Assisted NuMenus we will no longer measure success by our ability to provide certain food components in specified quantities. We will measure success by our ability to provide the required nutrients and dietary components. Even Food Based Menus which will still use certain food components in specified quantities will have as its ultimate goal the meeting of the Nutrient Standards. One thing that is the same is that we have different standards for different age and grade groups.

Review the key points for NuMenus.

The Nutrient Standards are set for the three menu planning systems – NuMenus, Assisted NuMenus, and the Food Based Menus – based on the required level of calories, nutrients and dietary components for a specific age or grade group. Planned and offered breakfast and/or lunch menus averaged over a week should meet the Nutrient Standard of the age or grade group for which they are intended. Meeting these standards is the goal for all three menu planning systems.

Calories and Nutrients in the Standards

Standards are set for:

Calories and Nutrients in Nutrient Standards

- Calories
- ≤ 30% calories from fat
- < 10% calories from saturated fat
- Protein
- Calcium
- Iron
- Vitamin A
- Vitamin C

Slide 8

Foods containing these nutrients typically contain the other essential nutrients not specified in the Nutrient Standards.

Other Nutrients and Dietary Components Analyzed

Cholesterol	Dietary fiber
Sodium	Carbohydrate

Slide 9

Other nutrients and dietary components that will be analyzed are carbohydrate, cholesterol, sodium and dietary fiber. While there are no quantity standards set for these dietary components, except for carbohydrate they must be included in the analysis. They will be monitored over time to check on the implementation of the Dietary Guidelines:

1. Is the carbohydrate level going up?

Notes

⑤ Instruction

Activity

Appendix B: Nutrients

Review with a partner, then try to list the nutrients and dietary components:

- 1) in the Nutrient Standards and
- 2) the others to be analyzed.

CHO analysis is a quality control factor to assist the planner in determining the source of calories in the menu. Approved software automatically gives this analysis.

2. Are cholesterol and sodium levels going down?
3. Is the dietary fiber level going up?

Establishment of the Nutrient Standards

The Nutrient Standards for healthy school meals were established for all three of the menu planning systems by weighting and averaging the RDA for different groups of children. The standards are set using the RDA because they are considered to be the best estimate of how much of a nutrient intake is required to adequately meet the known nutrient needs of practically all healthy people for these reasons:

Recommended Dietary Allowances

- Set by a committee selected by the National Academy of Science and approved by National Research Council
- Based on available scientific evidence and revised periodically
- Reexamined by a new committee for each revision
- Set as recommendations with a margin of safety, not requirements
- Set for a healthy person not under stress of illness

Slide 10

The RDA are designed for many uses, including use as guidelines for menu planners to aid in evaluating and planning diets for groups of people such as children. While the RDA can be met by eating a variety of foods with careful planning, this is difficult to achieve on a daily basis. The time frame varies for each nutrient. However, for most nutrients, the RDA encompasses average intakes over at least three days.

Notes

Refer to Appendix A: Recommended Dietary Allowances.

Show T-2, Appendix C: Standard RDA Data Set.

Point out that where separate requirements for females and males are listed, both were averaged into the Nutrient Standard. Point out the chart in Appendix D: Determining Nutrient Standards.

Age and Grade Groups

The Nutrient Standards for lunch and breakfast are set, at a minimum, for these grade levels:

Lunch required grade groups

- Preschool
- Grades K-6
- Grades 7-12
- Plus an optional standard for grades K-3

Breakfast required grade groups

- Preschool
- Grades K-12
- Plus an optional standard for grades 7-12.

Required Grade Nutrient Standards - Breakfast

Minimum Calories and Nutrient Levels for School Breakfast (school week averages)			
	Pre-school	Grades K-12	Option Grades 7-12
Energy Allowances (calories)	388	554	618
Total fat (g) ³	13 ¹	18 ¹	21 ¹
Total saturated fat (g) ³	4 ²	6 ²	7 ²
Protein (g)	5	10	12
Calcium (mg)	200	257	300
Iron (mg)	2.5	3.0	3.4
Vitamin A (RE)	113	197	225
Vitamin C (mg)	11	13	14

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on actual level of calories offered.

Notes

Point out that there is no RDA for fat or saturated fat, but it is helpful to monitor the grams of fat and saturated fat. The actual grams will vary depending on the calorie level.

Show T-3, Total Fat Goal for Grades K-6, Lunch and T-4, Saturated Fat Goal for Grades K-6, Lunch.

Activity: Appendix E: Grams of Fat
Using T-5, do the calculations together as a class.

Close by showing T-6, Fat Goals.

See Appendix K for larger charts.

Required Grade Nutrient Standards - Lunch

Notes

Minimum Calorie and Nutrient Levels for School Lunch (school week averages)				
	Pre-School	Grades K-6	Grades 7-12	Grades K-3 Option
Energy Allowances (calories)	517	664	825	633
Total fat (g) ³	17 ¹	22 ¹	28 ¹	21 ¹
Total saturated fat (g) ³	6 ²	7 ²	9 ²	7 ²
Protein (g)	7	10	16	9
Calcium (mg)	267	286	400	267
Iron (mg)	3.3	3.5	4.5	3.3
Vitamin A (RE)	150	224	300	200
Vitamin C (mg)	14	15	18	15

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on the actual level of calories offered.

The calorie and nutrient needs of children vary by their sex, age, size, and activity level. The calorie standards for breakfast and lunch are estimates of the minimum energy need. But some children, especially older males, may require considerably more than the minimum. Children who are large for their age or more active also need more calories. Menu planners should adjust the amounts of foods served to provide for the calorie needs of all children.

Optional Age Groups

For NuMenus, schools have the option to provide the calorie and nutrient levels for school lunches and breakfasts for the age groups below:

Optional age groups

- Ages 3-6
- Ages 7-10
- Ages 11-13
- Ages 14-17

Using these age groups allows the menu planner to develop menus that are more accurately targeted to the nutritional needs of children.

Custom age groups

Menu planners may also develop their own customized groups corresponding to the age groups in their school. This is the recommended method, as it most accurately reflects the nutrient needs of the children. Customized groupings may span all ages.

Optional Age Nutrient Standards for NuMenus - Breakfast

Minimum Calorie and Nutrient Levels for School Breakfast (school week averages for age groups)				
Nutrients and energy allowances	Ages 3-6	Ages 7-10	Ages 11-13	Ages 14 and older
Energy Allowances/Calories	419	500	588	625
Total Fat (g) ³	14 ¹	17 ¹	20 ¹	21 ¹
Saturated Fat (g) ³	5 ²	6 ²	7 ²	7 ²
RDA for protein (g)	5.50	7.00	11.25	12.50
RDA for calcium (mg)	200	200	300	300
RDA for Iron (mg)	2.5	2.5	3.4	3.4
RDA for Vitamin A (RE)	119	175	225	225
RDA for Vitamin C (mg)	11.00	11.25	12.50	14.40

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on the actual level of calories offered.

Notes

Optional Age Nutrient Standards for NuMenus - Lunch

Minimum Calorie and Nutrient Levels for School Lunch (school week averages for age groups)				
Nutrients and energy allowances	Ages 3-6	Ages 7-10	Ages 11-13	Ages 14 and older
Energy Allowances/Calories	558	667	783	846
Total Fat (g) ³	19 ¹	22 ¹	26 ¹	28 ¹
Saturated Fat (g) ³	6 ²	7 ²	9 ²	9 ²
RDA for Protein (g)	7.3	9.3	15.0	16.7
RDA for calcium (mg)	267	267	400	400
RDA for Iron (mg)	2.5	2.5	3.4	3.4
RDA for Vitamin A (RE)	158	233	300	300
RDA for Vitamin C (mg)	14.6	15.0	16.7	19.2

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on the actual level of calories offered.

Selecting the Right Nutrient Standard

Not all schools' grade structures will match the Nutrient Standard grade or age groups. Menu planners must be able to select or create Nutrient Standards when planning NuMenus, which are based on their schools' grade or age structure.

If only one age or grade is outside the established levels, a school or group of schools may use the Nutrient Standard levels for the majority of children regardless of the Nutrient Standard option selected. However, when more than one grade or age is outside of the established levels, the menu planner should use two of the required groups or develop a customized age group.

NuMenus

If Age or Grade Groupings Differ:

- Use two standards or
- Create a new age standard or
- If only one age or grade is outside, use majority standard

Slide 11

Notes

See Appendix L for larger charts.

⑥ Guided Practice

Activity – Appendix F: Selecting Nutrient Standards

Using overhead transparencies and the activity sheet in Appendix F, lead the group through a discussion of factors to consider when deciding how to pick the appropriate grade or age group Nutrient Standard for lunch for NuMenus and when it would be best to modify the age grouping to have a custom Nutrient Standard.

See Appendix G for an age to grade comparison chart.

Show T-7, Selecting the Right Nutrient Standard.

Required grade groups

For example, when using the required grade groups chart, if there is more than one grade beyond grade 6 or below grade 7, two grade groups for lunch should be used. Grade K-8 or grade 5-8 schools should have at least two grade groups for menu planning. Grade K-7 or grade 6-9 schools, however, could include the one grade outside the group in the predominant grades K-6 and grades 7-12 groups, respectively.

If the menu planner is planning centralized menus for several schools with grades within the K-6 range, even though the schools have varying age or grade groups, all of the menus may be planned for grades K-6 Nutrient Standard rather than customizing a standard for each school.

Optional age groups

For schools using the age grouping chart for NuMenus, the groups are adjusted by the menu planners by creating additional Nutrient Standards for other age categories by weighting, combining, and/or averaging the RDA for different age groups. (See Appendix C for a complete chart for ages 3-17.)

At least two Nutrient Standards should be used with any school that has grades K-12. Where such a broad spectrum of ages and grades are present, the standard should be changed at or right above the sixth grade level.

Special consideration at age 11

Menu planners should always be aware that the greatest differential in caloric needs occurs between ages 10-11 or between grades 5-6. A one-year age difference does not make a great difference in the RDA requirements for each nutrient when weighted for the predominant group. However, when several ages are added in on either side of the 10-11 age break, either too few nutrients and calories will be provided for those 11+ years or too many calories and fat will be provided for 10 years and under.

The modified data sets (Nutrient Standards) for specified grade and age groups must be incorporated into the menu planner's approved nutrient analysis

Notes

Approved USDA software will allow for grade group RDA standards as well as age group standards.

software system. The established standards will already be in any software that has been approved by USDA.

NuMenus Nutrient Standards for Adults

Any SFA that is using NuMenus and also operates the child and adult care food program under part 226 of CFR may, at its option and with state agency approval, prepare meals provided for these programs using the NuMenus alternative. In such a case, the Nutrient Standards in this chart shall be used for the adult care food program.

Nutrient Standards: Adults 51+ Years	
Breakfast (1/4)	Lunch (1/3)
484 calories ³	644 calories ³
14 g protein	19 g protein
200 mg. calcium	266 mg calcium
2.5 mg iron	3.3 mg iron
225 RE Vitamin A	266 RE Vitamin A
15 mg Vitamin C	20 mg Vitamin C
16 g fat ^{1 & 4}	21 g fat ^{1 & 4}
5 g saturated fat ²	7 g saturated fat ²

¹ Not to exceed 30 percent of actual total food energy over a school week.

² Less than 10 percent of actual total food energy over a school week.

³ Calories are based on 1934 per day, which recognizes a greater proportion of females in these programs.

⁴ The grams of fat will vary depending on the actual level of calories.

Notes

Weekly Averages

After being planned, the menus will be analyzed over a school week using a weighted nutrient analysis with an average based on the projected servings of each menu item. Menus should be planned in accordance with the basic principles of good menu planning, which will be covered in Lesson 7: The ABCs of Menu Planning.

School Week Definition

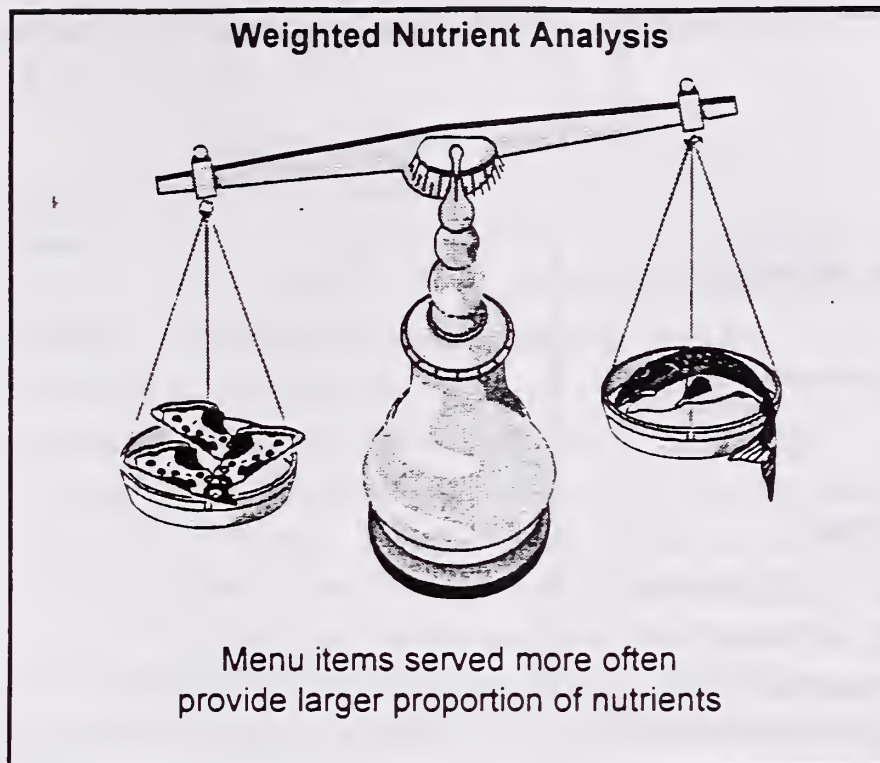
For the purposes of NuMenus, a school week is defined as a minimum of three consecutive days and a maximum of seven consecutive days. If there are fewer than three consecutive days in a week (from Sunday to Saturday), those menus may be combined with either the previous or the coming week.

For example, this would be applied when there are only two days of school during the week of Thanksgiving. Those two days could be combined with either the week before or the week after Thanksgiving. The same situation might arise around other holiday periods or during the first and last weeks of school.

By combining a menu week that only has one or two days in it with another week, the menu planner avoids problems in meeting the Nutrient Standard that can arise out of analyzing such a small sample of meals.

Weighted Nutrient Analysis

Menus will be analyzed and compared to the Nutrient Standard using weighting based on the projected servings of each menu item and condiment. Menu items that are served to more students provide a larger proportion of the nutrients for that meal. Therefore, the nutrients in that menu item should be given more weight. The procedures to do a weighted analysis will be covered in Lesson 9: Nutrient Analysis.



Slide 12

The advantages of weighted nutrient analysis are:

- An accurate picture of the entire food service's compliance with the nutrition goals
- Avoidance of token items on a menu that make the meal service appear to be in compliance
- Correlation between the nutrient analysis and the actual nutritional value of the meals consumed by the children
- Incentive for the school to make changes in its menus or to know how best to undertake nutrition education

Combination Meal Nutrient Standards

NuMenus and Assisted NuMenus provide schools the option to combine the total nutrients for breakfast and lunch together in proportion to the participation in each meal. Your software system may have the capability to combine your breakfast and lunch analysis in proportion to your participation. This is an optional feature of USDA-approved software.

The method to proportionately combine breakfast and lunch will be covered in detail in Lesson 9: Nutrient Analysis.

Notes

Key Points

NuMenus

- Approved software and database
- Nutrition disclosure
- Standardized recipes and preparation techniques
- Processed foods analysis

Slide 13

Approved Software and Database

When performing nutrient analysis in NuMenus, the school must use USDA-approved software that contains the National Nutrient Database for Child Nutrition Programs (NNDCNP). The NNDCNP is available to software companies and schools to incorporate into nutrient analysis software. A list of approved software is also available from your state agency. The database and the features of the approved software will be covered in Lesson 8: Nutrient Databases and Software for Child Nutrition Programs.

Nutrition Disclosure

Schools are encouraged to disclose the nutrition information available as a result of nutrient analysis and its comparison to the Nutrient Standards.

Nutrition disclosure will:

- Promote an increased awareness of the nutrients in their meals
- Make it easier for children and parents to make healthy food choices
- Increase support for school meals through public recognition of improved meal quality

The National School Lunch Act includes a provision as a result of Public Law 103-448 requiring schools to make a public disclosure of the nutrient content of their meals. There will be a proposed rule on this subject in the future.

Suggested methods that have worked for other schools will be covered in Lesson 10: Marketing Healthy School Meals. Currently, this disclosure remains voluntary.

Notes

Standardized Recipes and Preparation Techniques

In the planning and serving of NuMenus, standardized recipes and preparation techniques must be used. In order to qualify as a standardized recipe, a recipe must have an established yield and quantity. In addition, the ingredients must be constant in measure and preparation. Sources of standardized recipes include the USDA *Quantity Recipes for Schools* and the *New School Lunch and Breakfast Recipes...A Tool Kit for Healthy School Meals*. Schools may also use local standardized recipes that meet the criteria outlined in Lesson 5: Standardized Recipes and Preparation Techniques or in the *Tool Kit for Healthy School Meals Training Manual*.

In addition to planning menus using standardized recipes and preparation techniques, the school food authority should develop procedures and lines of communication to site staff which result in the use of the planned recipes and techniques.

Processed Foods

When processed foods are used in NuMenus, the nutrient analysis of these products must either be in the NNDCNP or entered into the local database by the school and to be used in the analysis of the meal. There may be a great variation between the nutrient content of seemingly similar foods. Only by using the nutrient analysis of the actual product is the menu planner able to produce an accurate analysis of the meals served. Foods that are included in the reference foods of the NNDCNP, such as basic condiments, canned vegetables, fruits, etc., can be used without obtaining brand name analysis.

The procedures and criteria for obtaining the nutrient analysis from manufacturers and the steps to take to encourage manufacturers to submit their nutrient analyses for inclusion in the National Nutrient Database for Child Nutrition Programs are included in Lesson 8: Nutrient Databases and Software for Child Nutrition Programs.

Notes

NuMenus Meals

Menu Item Definition

In NuMenus, the menu planner is dealing with menu items instead of food components and food items. A **menu item** may be any single food or combination of foods. In NuMenus, meals are required to have three menu items for lunch and for breakfast. There are three categories of menu items:

- Entrees
- Milk
- Side Dishes

The determination of whether a food can be counted as one menu item or two depends on how it is **served**. If it is served as one item, it is counted as one item. If it is served as two items, it is counted as two items.

NuMenus	
One Item	Two Items
Hamburger on a Bun	Hamburger Patty Bun
Turkey and Gravy on Potatoes	Turkey and Gravy Mashed Potatoes
Burrito Grande (Tortilla, Meat, Rice, Tomato, Lettuce, Salsa)	Beef Burrito Spanish Rice

Slide 14

Entree

An entree is a menu item that is a combination of foods or a single food item that is served as the main course.

To determine if an **entree** can be counted as one menu item or more than one menu item when it consists of a combination of foods, look at the way it is **served**. If an entree contains a combination of foods and some of these foods belong to different food groups (i.e., meat, bread, fruits and vegetables, milk, etc.), each food should not be counted as a separate menu item, but as part of the entree (one menu item total).

For example, if a menu planner traditionally serves turkey with gravy over mashed potatoes, then

the turkey, gravy and mashed potatoes are considered the entree (all together, it is one menu item). The menu planner has the option to make two menu items by serving potatoes on the side as a separate item.

Milk

The National School Lunch Act requires that fluid milk must be offered to students at breakfast and lunch. Public Law 103-448 did modify the statutory requirement to offer fluid whole milk and fluid unflavored lowfat milk for lunch. Under NuMenus, schools are required to offer fluid milk as a beverage. Schools are also required to offer a variety of fluid milk consistent with children's preferences in the prior year. If the type of milk represents less than one percent of the total amount of milk consumed in the previous year, the school may elect not to offer that type of milk for lunch.

To assist in meeting the 30% calories from fat goal, the serving of lowfat (2% and 1%) or skim milk should be encouraged.

Side Dishes and Condiments

Any other menu item offered is considered a side dish unless it is a condiment.

While condiments must be taken into consideration when planning and analyzing a meal, they are not counted as menu items for the purpose of meeting the minimum requirement of three menu items for lunch and breakfast nor for the purpose of counting the menu items for Offer versus Serve.

Condiments include such items as relishes, catsup, mustard, jelly, gravies and table spreads.

Foods of Minimal Nutritional Value

Schools using NuMenus or Assisted NuMenus are required to comply with the foods of minimal nutritional value rule (7 CFR 210.00 and 220, Appendix H). Foods affected by this rule are:

Notes

See Appendix H for a definition of:

1. Competitive foods
2. Foods of minimal nutritional value

Foods of Minimal Nutritional Value

- Soda water
- Water ices—Those water ices which contain fruit or fruit juices are not included.
- Chewing gum
- Certain candies
 - Hard candy: Includes such foods as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers, and cough drops.
 - Jellies and gums: Includes such foods as gum drops, jelly beans, jellied and fruit-flavored slices.
 - Marshmallow candies
 - Fondant: Includes such foods as candy corn and soft mints.
 - Licorice
 - Spun candy
 - Candy-coated popcorn

Slide 15

These foods are considered by USDA Regulation as “foods of minimal nutritional value” and cannot be sold during meal time in the same area where reimbursable meals are served and consumed.

Inclusion in nutrient analysis

If a food of minimal nutritional value is a part of a menu item, the nutritional contribution can be counted when the nutritional analysis of the meal is calculated (for example, marshmallows on sweet potato casserole). These foods can assist in meeting calorie goals of reimbursable meals. However, if the food of minimal nutritional value is not included in a menu item, the calories and any other nutrients may not be included in the nutrient analysis.

The rule has not changed; however occasionally some of these foods are included in nutrient analysis based on this guideline.

Lunch

Menus should be planned in accordance with the basic principles of good menu planning as outlined in Lesson 7: ABCs of Menu Planning.

Notes

Example: A cola drink would not be included. Corn candy added to Trail Mix would be included in the nutrient analysis.

Notes

Definition

Lunch Grades K-6	
NuMenus	Food Based
2.5 oz. Hamburger on a Bun	2.5 oz. Hamburger on a 2 oz. Bun
1 cup Fruit Salad	1/4 cup Lettuce & Tomato
Oatmeal Raisin Cookie	1/2 cup Fruit Salad
Fluid Milk Choices	Oatmeal Raisin Cookie
	8 fl. oz. Milk Choices

Slide 16

In NuMenus, a lunch consists of a minimum of three menu items, (instead of five food items, as with the traditional meal pattern and Food Based Menus):

- An entree
- Fluid milk served as a beverage
- Any other food except a food of minimal nutritional value

Theme Bars

Theme Bars
<ul style="list-style-type: none"> • An entree or menu item that is the main course • Fluid milk, served as a beverage • Any other food except a food of minimal nutritional value

Slide 17

Salad bars and other theme bars such as pasta bars, taco bars, potato bars, etc., may be served in NuMenus and are considered reimbursable lunches when they consist of:

- An entree or menu item that is the main course or foods such as kidney beans, grated cheddar cheese, diced ham, hard boiled egg, chick peas, tuna and chicken salad, peanut butter, etc.
- Fluid milk, served as a beverage.
- Any other food except a food of minimal nutritional value.

Menu planners should make a standard analysis of their salad/theme bar as a recipe, based on

historical usage of bar food items and following the procedures outlined in Lesson 9: Nutrient Analysis.

Schools which have more than one typical salad/theme bar need to make several averaged analyses (one for each type of bar) so that each one is represented.

The theme bar recipes are treated as another menu choice and averaged into the weekly nutrient analysis based on projected servings.

Field Trips

Field Trip

Weighted and analyzed
Average into total week's menu

Slide 18

Menus for field trip lunches may be incorporated into the menu analysis of the day they are served along with the regularly scheduled menu items.

Menu items served for the field trip menu should be weighted and analyzed according to the procedures outlined in Lesson 9: Nutrient Analysis. The field trip meals will be averaged into the overall week's menu analysis just as if they were meals served on a school campus.

Breakfast

Definition

Breakfast Grades K-6	
NuMenus	Food Based
1 serving Egg Stratta	1 slice Toast
6 fl oz Orange Juice	1 oz Cereal
Fluid Milk Choices	4 fl oz Orange Juice
	8 fl oz Milk Choices

Slide 19

A breakfast consists of a minimum of three menu items:

- Fluid milk served as a beverage
- Any two other foods except a food of minimal nutritional value

Notes

Daily vs. Weekly Criteria

The determination of whether the daily lunch or breakfast menu meets the requirements depends on having the correct number of menu items. Whether the weekly menu meets the requirements depends on meeting the Nutrient Standards.

Daily vs. Weekly Criteria		
Daily	=	Correct # of menu items
Weekly	=	Nutrient Standards

Slide 20

All Foods Count in Nutrient Analysis

All menu items served in a meal, including condiments, are included in the nutrient analysis and count toward meeting the Nutrient Standard for the meal. However, foods or menu items that are considered foods of minimal nutritional value under 7 CFR 210.00 and 220, Appendix H (i.e., chewing gum, soda water, water ices, and certain candies—hard candy, jellies and gums) can only be included in the nutrient analysis calculations if they are part of a menu item.

Offer versus Serve (OVS)

General Rules

Offer versus Serve General Rules	
•	Allows students to decline a certain number of menu items in the meal.
•	Reduces food waste and food costs
•	Must be implemented in senior high schools for lunch.
•	Junior high, middle schools and elementary schools have the option for lunch.

Slide 21

Notes

Goals

Notes

Goals of Offer versus Serve

- Minimize plate waste
- Encourage more food choices

Slide 22

The original intent of Offer versus Serve using the traditional meal pattern method of menu planning (NSLP and SBP meal patterns) was to:

- Minimize plate waste
- Encourage more food choices

In NuMenus, the goal is to maintain these benefits. Logically, a student who takes and consumes the full meal (all menu items) will receive the full nutritional benefit provided. The fewer the menu items taken and consumed under OVS, the lower the nutritional benefit derived. Although in non-OVS schools students are required to *take* the reimbursable meal, there is no guarantee that students *consume* the full meal.

Many school food service managers attest that students consume more under OVS where they are not *required* to take the full reimbursable meal because:

1. They are more likely to eat all of the menu items they choose themselves. and
2. They realize they get more for their money if they take the full reimbursable meal.

Rules

National School Lunch Program Offer versus Serve

Traditional Meal Pattern

- All five food items must be offered to all students
- The serving sizes must equal the minimum required quantities.
- The lunch must be priced as a unit and students may take 3, 4, or all 5 items for the same price
- Students have the option of which item(s) to decline

Slide 23

Notes

School Breakfast Program*Offer versus Serve*Traditional Meal Pattern

- All four food items must be offered to students.
- The serving sizes must equal the minimum quantities required.
- The breakfast must be priced as a unit and students may take 3 or 4 items for the same price.
- Students have the option of which item to decline.

*Slide 24***Offer versus Serve for NuMenus*****National School Lunch Program*****National School Lunch Program***Offer versus Serve*NuMenus

- Minimum of three menu items
- Offer versus serve required at senior high; optional below that level
- Must select at least two items
- One item must be an entree
- If more than three items offered, student may decline no more than two

Slide 25

Students must be offered at least three menu items (one menu item must be an entree and one must be fluid milk).

Offer versus Serve is required at the senior high level, but is optional below that level.

Students in schools with Offer versus Serve must select at least two of the menu items. If schools offer more than three menu items for a single reimbursable lunch, students may only decline a maximum of two menu items.

Students must select the entree in order to have a reimbursable lunch. An entree is defined as a "combination of foods or a single food item that is offered as the main course."

School Breakfast Program

School Breakfast Program *Offer versus Serve*

NuMenus

- Minimum of three menu items must be offered
- Must select at least two items
- Decline a maximum of one item

Slide 26

Students must be offered at least three menu items.

At the school food authority's option, students may participate in Offer versus Serve. Students must select at least two menu items and decline a maximum of one menu item. There is no requirement for an entree for breakfast.

Counting Menu Items for OVS

Students may be offered a variety of menu items and choices for each menu item at each meal. The meal planner establishes what constitutes a reimbursable meal from among the various menu items and choices in menu items that are offered.

For example, a senior high school may offer the following at lunch:

- three entrees
 - Lasagna
 - Macaroni and cheese
 - Chicken nuggets
- four vegetable side dishes
 - Green beans
 - Oven-baked fries
 - Corn
 - Rice
- three varieties of milk
 - Chocolate
 - 2%
 - Skim
- three choices of bread
 - Rolls
 - Garlic bread

Notes

Show T-8 – Lunch Choices
T-9 – Breakfast Choices
T-10 – Salad Bar Choices

Activity

With the class, determine several options that would constitute a meal under offer versus serve.

- Bread sticks
- three choices of desserts
 - Rice pudding
 - Fruit cup
 - Oatmeal cookies

The menu planner determines that the entree, milk, one serving each of a vegetable side dish, bread and dessert constitute a reimbursable meal (five menu items). Under Offer versus Serve, at a minimum, the student must take the entree and two other menu items. Therefore, a reimbursable meal could be lasagna, milk and green beans; or chicken nuggets, corn and oatmeal cookies; or macaroni and cheese, rolls and milk.

Choices

While multiple choices may be offered for various menu items, the number of **choices** does not affect the number of **menu items** that the menu planner establishes for any given meal as comprising a reimbursable lunch or breakfast.

Tastes

Under Offer versus Serve, students are allowed to take smaller portions of the **declined** menu items; the required menu items taken by the student, however, must be a full serving.

Price as a Unit

The decision to decline the allowable number of menu items or to accept smaller portions of otherwise declined menu items does not affect the charge for the meal.

Nutrition Goals

In addition to determining what makes up a reimbursable meal, the menu planner establishes what the entrees are and the serving sizes of the menu items. Planning is designed to meet or exceed the minimum nutrient levels for the various age groups. There are no minimum quantities established by the regulations for any menu item.

Notes

Point of Service Identification

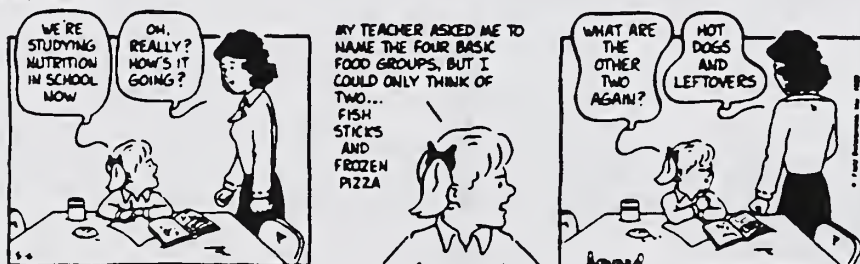
For the purpose of identifying a reimbursable meal at the point of service, the menu planner will need to provide students and cashiers with details about the various combinations of menu items (including the various entrees) that may constitute a reimbursable meal.

If the school has a salad bar, the students may be able to make an "entree salad" or a "side salad" (a side dish menu item) from the various ingredients.

For example, students and cashiers need to be informed that the entree salad consists of two scoops of tuna or chicken salad plus a bowl of lettuce and other items. The side salad/menu item could be a bowl of lettuce and other vegetables or a bowl of fruit salad.

Leftovers and Substitutions

Sally Forth



2

Substitutions

- Substitutions change the nutrient content
- Meals may no longer meet the Nutrient Standard

Slide 27

Substitutions

Occasionally it is necessary to make a substitution to a planned menu cycle due to various reasons such as effective use of leftovers, food shortage or improper delivery from vendors.

- Substitutions change the nutrient content.
- Meals may no longer meet the Nutrient Standard.

Notes

Show Sally Forth cartoon, T-11

Substitutions and leftovers are a fact of life, but we hope you will use good management techniques to minimize their effect on the nutrient content of your meals.

² Reprinted with special permission from King Features Syndicate.

When food substitutions are made due to an emergency situation (i.e., food shortage), it is impractical for menu planners to revise menus and recalculate nutrient amounts, especially if the emergency arises at the end of the week.

Two-Week Window

If the need for service of a substitute item or leftovers occurs prior to a two-week “window” before the week the original menu item is to be served, the week’s menus will be reanalyzed and the Nutrient Standards met with the substituted item.

Definition

The two-week “window” is the two-week period before the day of the menu item substitution.

If the need for a substitution is known two weeks or more before the menu date, or **outside the two-week window**:

- Reanalyze
- Meet the Nutrient Standard

If the need occurs within the two-week window:

- No reanalysis required
- Try to use a similar food

Slide 28

If a food is substituted that is not a similar food according to the definition in this section, a reanalysis may be done, but it is not required.

Similar Foods

For the purposes of NuMenus, a similar food will mean that at the site level, the substitution:

- Plays the same role in the meal
 - Entree
 - Milk
 - Other menu items
- Is from the same food group

Notes

Activity – Substitutions

Appendix I

Lead the participants through the activity. Ask if there are any questions about substitutions.

Similar Food

- Plays the same role in the meal
 - Entree
 - Milk
 - Other menu item
- Is from the same food group

Slide 29

Menu planners are encouraged to monitor the substitutions and reanalyze if in their judgment the Nutrient Standards would no longer be met. If the standards are not being met, additional training with staff should be done to reduce substitutions and leftovers.

Leftovers

Effective use of leftovers is allowed in NuMenus:

Leftovers

- Freeze and remenu, or use within a safe period
- Reanalysis not required
- Try to sub for a similar food

Slide 30

Leftovers may be frozen and used when the menu item is on the menu again, or they may be used as a substitute at a later date. The same rules apply to leftovers as apply to substitutions regarding reanalyzing the weekly menus.

Any leftover not frozen for reuse should be used within a safe period. Bacteria continue to grow even under refrigeration.

Theme Bar Substitutions

Theme Bar Substitutions

- Two-week window applies
- Make new theme bar recipe if several substitutions occur before the two-week window

Slide 31

When substitutions occur on a theme bar, the same rules apply as for a regular lunch.

Documentation

Documentation of substitutions and leftovers should be maintained by making notes on the menu production record or by other means.

Documentation

- Substitutions
- Leftovers

Slide 32

Fortification of Foods

Diets composed of a variety of foods derived from all of the major food groups should provide the balance of nutrients for good health.

Concerns with NuMenus

Use of highly fortified foods

- Variety limited
- Shortage in nutrients not monitored

Slide 33

The Department of Agriculture is concerned that a preponderance of fortified engineered foods may appear in meals served to children under NuMenus. Scientifically based criteria for clear judgments in this area that can be applied in a consistent manner to a variety of food do not exist.

USDA Nutrition Policy

USDA strongly supports the nutrition recommendations presented in the Dietary Guidelines for Americans. These guidelines call for menus that use a variety of foods from all the major food groups. The Department cautions that unrestricted use of fortified foods to meet the established target nutrients may result in limitations in the nutrients in the meals served to children and may also result in shortages in some nutrients for which exact identification requirements and functions have not yet been established.

Schools using NuMenus will be required to offer three menu items at both the breakfast and lunch

Notes

meals even if the Nutrient Standard can be met with fewer than three items, and calorie levels for the appropriate age/grade groups will still have to be met. These requirements should discourage attempts to meet the Nutrient Standard with one or two heavily fortified foods.

As previously stated, it is better to obtain nutrients from a variety of foods, not from a few highly fortified foods or supplements because:

- Within each group, some foods are better sources of some nutrients.
- Food served from day to day should be varied so children and teens get the nutrients they need for growth and health.
- Certain quantities of food are needed to ensure that energy requirements of children are met.

Other Regulations for NuMenus

Alternate Foods for Meals

Enriched Macaroni with Fortified Protein

Current regulations state that one ounce of a dry enriched macaroni product with fortified protein (that meets the nutrient specifications) may be used to meet not more than one-half of the meat or meat alternate requirements when served in combination with one or more ounces of cooked meat, poultry, fish or cheese. This substitution still holds for menu items served under NuMenus when cooked meat, poultry, fish or cheese is included. However, under this menu planning option, there are no requirements for specific foods (except fluid milk). Therefore, if meat, fish, poultry or cheese are not used in the menu item, the limitation and nutrient specifications do not apply.

Cheese Alternate Products

Current regulations state that cheese alternate products (that meet the nutrient specifications) shall be prepared and served in combination with natural or processed cheese and that the quantity, by weight, of cheese alternate product in the combination shall

Notes

not exceed that of the natural or processed cheese. This substitution still holds for menu items served under NuMenus when cheese alternate product is used in combination with natural or processed cheese. As above, if cheese is not used in the menu item, the limitation and nutrient specifications do not apply.

Vegetable Protein Products (VPP)

Vegetable protein products (that meet the nutrient specifications) may not exceed a ratio of 30 parts fully-hydrated VPP to 70 parts uncooked meat, fish or poultry. As above, if meat, fish or poultry is not used in the menu item, the limitation and nutrient specifications do not apply.

Child Nutrition Labeling Program

The Child Nutrition Labeling Program has specific application to the Food Based Menus and does not apply to menus developed under either NuMenus or Assisted NuMenus.

Special Points

Special Points

- Substitutions for:
 - Disabled
 - Medical or dietary needs
- Unit price
- Same selection for all
- Each OVS menu item different

Slide 34

There are some additional points of information on the National School Lunch Program and School Breakfast Program that should be addressed because they continue to be required under NuMenus:

- Substitutions must be provided to disabled students when their disability restricts their diet. The substitution must be supported by a statement signed by a physician and maintained on file.
- Substitutions may be made on a case-by-case basis if a child is unable to consume the required food because of medical or other

Notes

dietary needs. Exceptions must be supported by a statement from a recognized medical authority that is maintained on file.

- Both lunches and breakfasts must be priced as a unit. Offer versus Serve must not affect the selling price of the lunch or breakfast.
- All children must be offered the same selection regardless of whether the children are eligible for free or reduced-price meals or pay the full price. If certain items are not made available to all children, including those receiving free or reduced-price meals, those items may not be counted toward reimbursable meals.
- Students cannot select two of the same menu items under OVS (i.e., two entrees or two servings of the same vegetable) and have it count towards a reimbursable meal (each menu item must be different).

When substitutions are made for disabled students or for medical or dietary needs, and the change is supported by a physician or recognized medical authority, the menu is not included in the menu plan for nutrient analysis or included for purposes of meeting the Nutrient Standard.

Summary

Benefits of NuMenus

- Flexibility
- Customer preference
- Cost
- Image and credibility
- Technology skills
- Nutrition disclosure

Slide 35

NuMenus and Assisted NuMenus provide menu plans that break with tradition and allow the menu planner great flexibility in meeting customer preferences and cost constraints. The menus will be immediately analyzed for compliance with the nutrition goals. This increases the credibility of the program and enhances the image of providers of

Notes

healthy school meals. In addition, technology skills are developed and demonstrated. And nutrition disclosure reveals the nutritional quality achieved by the menus.

Menu Planners are reminded that the first Dietary Guideline is to eat a variety of foods. Planning for NuMenus with a variety of foods from each food group will result in menus that not only meet the nutrition goals, but that provide all of the trace nutrients and dietary components necessary for good health.

Benefits of Assisted NuMenus

- Benefits = NuMenus
- Model menus available
- Training opportunities
- Transition to NuMenus
- Sharing experience

Slide 36

Notes

⑥ Guided Practice

Activity: Quizzes

Appendix J

⑦ Individual Practice

None

⑧ Closure

Show the menus from the set again.
Can students spot the ones that do not meet the Program Requirements?

Review competencies.

⑨ Back on the Job...

Program Requirements is an important area to come in staff training.

Appendix A: Recommended Dietary Allowances

The Recommended Dietary Allowances (RDA) are defined as the level of intake of essential nutrients that, on the basis of scientific knowledge, are judged by the Food and Nutrition Board of the National Academy of Science to be adequate to meet the known nutrient needs of practically all healthy persons. Recommended Dietary Allowances are periodically revised as new research provides better data on nutrient needs. The RDA is intended to provide for individual variations among most healthy persons who live in the United States. A person does not necessarily have a nutritional deficiency because his or her diet fails to meet the RDA. The RDA is intended to be used as a guide for planning diets for groups of people. The theory is that if diets meet 100 percent of the RDA, it will be highly unlikely that people will suffer from a nutritional deficiency, unless they are sick or have a condition that increases nutrient needs or interferes with nutrient utilization.

Because of the use of the RDA in national Child Nutrition Programs, it is important to understand their appropriate applications and limitations. Three points are of particular importance and are repeated here:

Part of a Normal Diet

The recommended allowances for nutrients are amounts intended to be consumed as part of a normal diet. If the RDA are met through a variety of foods from diverse food groups rather than by supplementation or fortification, such diets will likely be adequate in all other nutrients.

Needs of a Group

RDA are safe and adequate levels intended to be sufficiently generous to meet the needs of a group of people.

Probable Risk

Although RDA are most appropriately applied to groups, a comparison of individual intakes averaged over a sufficient length of time and compared to the RDA allows an estimate to be made about the probable risk of problems for that individual.

Appendix A – (continued)

1989 Recommended Dietary Allowances Revised Table

The Allowances are expressed as average daily intakes over time, and are intended to provide for individual variations among most normal persons under usual environmental stresses in the United States.

Age (years) & gender	Reference Weight Height				Vitamins													Minerals						
					Protein	Vitamin A	Thiamin	Riboflavin	Niacin	Vitamin B6	Folate	Vitamin B12	Vitamin C	Vitamin D	Vitamin E	Vitamin K	Calcium	Iodine	Iron	Magnesium	Phosphorus	Selenium	Zinc	
	kg	lbs	cm	in	g	RE	mg	mg	NE	mg	µg	µg	mg	µg	αTE	µg	mg	µg	mg	mg	mg	µg	mg	
Infants																								
0.0 - 0.5	6	13	60	24	13	375	0.3	0.4	5	0.3	25	0.3	30	7.5	3	5	400	40	6	40	300	10	5	
0.5 - 1.0	9	20	71	28	14	375	0.4	0.5	6	0.6	35	0.5	35	10	4	10	600	50	10	60	500	15	5	
Children																								
1 - 3	13	29	90	35	16	400	0.7	0.8	9	1.0	50	0.7	40	10	6	15	800	70	10	80	800	20	10	
4 - 6	20	44	112	44	24	500	0.9	1.1	12	1.1	75	1.0	45	10	7	20	800	90	10	120	800	20	10	
7 - 10	28	62	132	52	28	700	1.0	1.2	13	1.4	100	1.4	45	10	7	30	800	120	10	170	800	30	10	
Males																								
11 - 14	45	99	157	62	45	1000	1.3	1.5	17	1.7	150	2.0	50	10	10	45	1200	150	12	270	1200	40	15	
15 - 18	66	145	176	69	59	1000	1.5	1.8	20	2.0	200	2.0	60	10	10	65	1200	150	12	400	1200	50	15	
19 - 24	72	160	177	70	58	1000	1.5	1.7	19	2.0	200	2.0	60	10	10	70	1200	150	10	350	1200	70	15	
25 - 50	79	174	176	70	63	1000	1.5	1.7	19	2.0	200	2.0	60	5	10	80	800	150	10	350	800	70	15	
51 +	77	170	173	68	63	1000	1.2	1.4	15	2.0	200	2.0	60	5	10	80	800	150	10	350	800	70	15	
Females																								
11 - 14	46	101	157	62	46	800	1.1	1.3	15	1.4	150	2.0	50	10	8	45	1200	150	15	280	1200	45	12	
15 - 18	55	120	163	64	44	800	1.1	1.3	15	1.5	180	2.0	60	10	8	55	1200	150	15	300	1200	50	12	
19 - 24	58	128	164	65	46	800	1.1	1.3	15	1.8	180	2.0	60	10	8	60	1200	150	15	280	1200	55	12	
25 - 50	63	138	163	64	50	800	1.1	1.3	15	1.6	180	2.0	60	5	8	65	800	150	15	280	800	55	12	
51 +	65	143	160	63	50	800	1.0	1.2	13	1.6	180	2.0	60	5	8	65	800	150	10	280	800	55	12	
Pregnant					60	800	1.5	1.6	17	2.2	400	2.2	70	10	10	65	1200	175	30	320	1200	65	15	
Lactating																								
1st 6 mo.					65	1300	1.6	1.8	20	2.1	280	2.6	95	10	12	65	1200	200	15	355	1200	75	19	
2nd 6 mo.					62	1200	1.6	1.7	20	2.1	260	2.6	90	10	11	65	1200	200	15	340	1200	75	16	

Recommended Dietary Allowances. 10th revised edition © 1989, by the National Academy of Sciences, National Academy Press, Washington DC. The RDA are designed for the maintenance of good nutrition of practically all healthy people in the United States. The recommended amounts are related to the reference heights and weights listed here. Weights and heights are the medians for the U.S. Population as reported in NHANES II: the median weights of those under 19 years of age from Hamill et al. 1979.

DEFINITIONS:

mcg or µg = micrograms; 1000 mcg = 1 mg; 1000 mg = 1 gram.

Thiamin = Vit B1; Riboflavin = Vit B2; Niacin = Vit B3. RE (Retinol equivalents) = 1 µ Vitamin A from animal sources, or 6 µ of Vitamin A from B-carotene (plant sources). Vitamin D: 10 µg of Vitamin D (as cholecalciferol) = 400 IU (International Units). IUs are an older measure. Vitamin E: 1 mg of d-α tocopherol = 1 aTE (TE = tocopherol equivalent). Niacin (Vitamin B3): NE (niacin equivalent) is 1 mg of niacin or 60 mg of dietary tryptophan. Also referred to as mg-NE.

Appendix A – continued

Recommended Energy Intake

Category	Age	Weight		Height		REE [*] (kcal/day)	Average Energy Allowance (kcal) ^{**}		
		kg	lb.	cm	in.		Multiples of REE	Per kg	Per day ^{***}
Infants	0.0-0.5	6	13	60	24	320		108	650
	0.5-1.0	9	20	71	28	500		98	850
Children	1-3	13	29	90	35	740		102	1300
	4-6	20	44	112	44	950		90	1800
	7-10	28	62	132	52	1130		70	2000
Males	11-14	45	99	157	62	1440	1.70	55	2500
	15-18	66	145	176	69	1760	1.67	45	3000
Females	11-14	46	101	157	62	1310	1.67	47	2200
	15-18	55	120	163	64	1370	1.60	40	2200

Modified from Recommended Dietary Allowances, ed 10, National Research Council, Washington, DC, 1989, National Academy Press.

^{*} Calculation based on WHO equations, then rounded. 3 REE, Resting energy expenditure.

^{**} In the range of light to moderate activity, the coefficient of variation is $\pm 20\%$.

^{***} Figure is rounded.

Appendix B: Activity

Nutrients

Directions: List the nutrients and dietary components for each of the following:

Nutrients and Dietary Components in Nutrient Standards

1.

2.

3.

4.

5.

6.

7.

8.

Other Nutrients and Dietary Components Analyzed

1.

2.

3.

4.

Appendix C: Standard RDA Data Set

Not all school districts are divided into the age groups of 3-7, 7-10, 11-13 and 14-17. Therefore, the process must support the menu planner's ability to create additional RDA standards and categories by weighting, combining, and/or averaging the RDA from the four different age groups.

Schools in which the age groupings differ from the established standard may create new RDA standards that correlate with the age groups in their school district.

The following breakfast and lunch – Standard RDA Data Sets are to be used to determine the RDA for schools where age groupings do not correlate with standard age groupings.

Breakfast RDA (1/4)

	Calories	Protein (g)	Calcium (mg)	Iron (mg)	Vit A (RE)	Vit C (mg)	Fat (g)*	Sat fat (g)**
Age 3	325	4	200	2.5	100	10	11	4
Age 4	450	6	200	2.5	125	11.25	15	5
Age 5	450	6	200	2.5	125	11.25	15	5
Age 6	450	6	200	2.5	125	11.25	15	5
Age 7	500	7	200	2.5	175	11.25	17	6
Age 8	500	7	200	2.5	175	11.25	17	6
Age 9	500	7	200	2.5	175	11.25	17	6
Age 10	500	7	200	2.5	175	11.25	17	6
Age 11	588	11.4	300	3.4	225	12.5	20	7
Age 12	588	11.4	300	3.4	225	12.5	20	7
Age 13	588	11.4	300	3.4	225	12.5	20	7
Age 14	588	11.4	300	3.4	225	12.5	20	7
Age 15	650	13	300	3.4	225	15	22	7
Age 16	650	13	300	3.4	225	15	22	7
Age 17	650	13	300	3.4	225	15	22	7

Lunch RDA (1/3)

	Calories	Protein (g)	Calcium (mg)	Iron (mg)	Vit A (RE)	Vit C (mg)	Fat*	Sat Fat**
Age 3	433	5.3	267	3.3	133	13.3	14	5
Age 4	600	8	267	3.3	167	15	20	7
Age 5	600	8	267	3.3	167	15	20	7
Age 6	600	8	267	3.3	167	15	20	7
Age 7	667	9.3	267	3.3	233	15	22	7
Age 8	667	9.3	267	3.3	233	15	22	7
Age 9	667	9.3	267	3.3	233	15	22	7
Age 10	667	9.3	267	3.3	233	15	22	7
Age 11	783	15.2	400	4.5	300	16.7	26	9
Age 12	783	15.2	400	4.5	300	16.7	26	9
Age 13	783	15.2	400	4.5	300	16.7	26	9
Age 14	783	15.2	400	4.5	300	16.7	26	9
Age 15	867	17.2	400	4.5	300	20	29	10
Age 16	867	17.2	400	4.5	300	20	29	10
Age 17	867	17.2	400	4.5	300	20	29	10

* There is no RDA for fat. However, menu planners may also monitor the fat content of meals based on the amount of fat in grams as opposed to monitoring the percentage of calories from fat. The amount of fat (in grams) that meals contain is based on the recommended calorie level of each age group.

**There is no RDA for saturated fat. However, menu planners may also monitor the saturated fat content of meals based on the amount of saturated fat in grams as opposed to monitoring the percentage of calories from saturated fat. The amount of saturated fat (in grams) that meals contain is based on the recommended calorie level of each age group.

Appendix D: Determining Nutrient Standards

An example of how USDA determined the age grouping Nutrient Standards is shown here using the example of calories for the 14-17 years age group:

Age	Total RDA/Day (Calories)	Sex
14	2500	Male
15-17	3000	Male
14	2200	Female
15-17	2200	Female

Step 1: To Determine 1/3 RDA:

2500 calories ÷ by 3 = 833 calories

3000 calories ÷ by 3 = 1000 calories

2200 calories ÷ by 3 = 733 calories

Step 2: To average 1/3 RDA for males ages 14-17 years:

Age 14 years 833 calories

Age 15 years +1000 calories

Age 16 years +1000 calories

Age 17 years +1000 calories

3833 calories

Divided by 4 = 958 calories

Step 3: To average 1/3 RDA for females ages 14-17 years:

Age 14 years 733 calories

Age 15 years +733 calories

Age 16 years +733 calories

Age 17 years +733 calories

2932 calories

Divided by 4 = 733 calories

Step 4: To average 1/3 RDA for males and females ages 14-17 years:

958 calories (1/3 RDA for males)

+733 calories (1/3 RDA for females) = 1691 calories

Divided by 2 = 846 calories per day

Appendix E: Activity

Grams of Fat

1. Based on a breakfast meal that contains 525 calories and is served to a 3rd grade girl, calculate the approximate number of grams of fat this breakfast could contain and still meet the goal of 30% or less calories from fat.

$$525 \times \underline{\quad} \% = \underline{\quad} \text{ calories from fat}$$

$$\underline{\quad} \text{ calories from fat divided by 9 calories per gram of fat}$$

$$= \underline{\quad} \text{ grams of fat}$$

2. Based on a lunch meal that contains 800 calories and is served to a 10th grade boy, calculate the approximate number of grams of saturated fat this lunch could contain and still meet the goal of 10% or less calories from saturated fat.

$$800 \times \underline{\quad} \% = \underline{\quad} \text{ calories from saturated fat}$$

$$\underline{\quad} \text{ calories from saturated fat divided by 9 calories per gram of fat}$$

$$= \underline{\quad} \text{ grams of saturated fat}$$

Appendix F: Activity

Selecting Nutrient Standards

If the ages or grades of children in your school do not meet the preset groupings, you need to evaluate whether it is necessary to use more than one Nutrient Standard or create a modified custom Nutrient Standard for your school.

Criteria: If only one age or grade group is outside the Nutrient Standard on either end, the majority standard may be used. If ages span more than two years beyond the 10-11 age breaks, two groups must be used.

Example 1

New Town Primary School has grades K-3 and uses NuMenus. The students are 5-8 years old. Which Nutrient Standards could be used?

- 1.
- 2.
- 3.
- 4.

Which Nutrient Standard would best meet the nutritional needs of the group?

Example 2

Old Town Union School has grades K-12 and uses Assisted NuMenus. The students are 5-17 years old. Which Nutrient Standards could be used to evaluate the nutritional adequacy of this menu?

- 1.
- 2.
- 3.

Which Nutrient Standard would best meet the nutritional needs of the group?

Example 3

Up Town Junior High has grades 6-9 and uses Assisted NuMenus. The students are 11-14 years old. Which Nutrient Standards could be used?

- 1.
- 2.
- 3.
- 4.

Which Nutrient Standard would best meet the nutritional needs of the group?

Example 4

Suburban Elementary School has grades K-8 and uses NuMenus. The ages of the students range from 5-13. Which Nutrient Standards could be used to evaluate the nutritional adequacy of this menu?

- 1.
- 2.
- 3.

Which Nutrient Standard would best meet the nutritional needs of the group?

Appendix G: Age to Grade Chart

Age to Grade Comparison

Age	Grade
5	K
6	1
7	2
8	3
9	4
10	5
11	6
12	7
13	8
14	9
15	10
16	11
17	12

Appendix H: Definition of Competitive Foods and Foods of Minimal Nutritional Value

Competitive Foods

Competitive foods means any foods sold in competition with the program to children in food service areas during the lunch periods.

Foods of Minimal Nutritional Value

A Food of Minimal Nutritional Value means:

1. In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
2. In the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving.

The eight nutrients to be assessed for this purpose are:

1. Protein
2. Vitamin A
3. Vitamin C
4. Niacin
5. Riboflavin
6. Thiamin
7. Calcium
8. Iron

General Information

State agencies and school food authorities shall establish such rules or regulations as are necessary to control the sale of foods in competition with lunches served under the Program. Such rules or regulations shall prohibit the sale of foods of minimal nutritional value, as listed in Appendix H of this part, in the food service areas during the lunch periods. The sale of other competitive foods may, at the discretion of the state agency and school food authority, be allowed in the food service area during the lunch period only if all income from the sale of such foods is accrued to the benefit of the nonprofit school food service or the school or student organizations approved by the school. State agencies and school food authorities may impose additional restrictions on the sale of and income from all foods sold at any time throughout schools participating in the Program.

Appendix I: Activity

Substitutions

Menu planners must be able to recognize situations that would require reanalysis of the menu. Try to determine which of the situations below could result in the menu being reanalyzed.

1. The September 14th menu calls for Orange Wedges. There is a freeze in southern California and no oranges are available. Your produce purveyor calls August 30th to inform you of the need to change and you decide to use Apple Wedges. Do you need to reanalyze the menu? Why or why not?
2. On September 18th there are 20 servings of rice left over. The cook freezes the leftovers. On September 24th, the school runs out of rolls to serve with Baked Chicken. The cook pulls the leftover rice out, heats and serves it with chicken. Do you need to reanalyze the menu? Why or why not?
3. The September 29th menu calls for Beef and Bean Burritos. The delivery arrives from the distributor on September 27th. You have been shorted two cases of burritos, but they send two cases of Chicken and Bean and Cheese Quesadillas as a substitution. Do you need to reanalyze the menu? Why or why not?
4. On October 14th, the menu calls for Peach Cobbler. The day before, the baker burns the cobbler and it must be thrown out. The manager knows there needs to be another menu item, but only has ice cream to substitute for the cobbler. Do you need to reanalyze the menu? Why or why not?

Appendix J: Activity

Quizzes

A. Reimbursable Meals

Which of these lunch meals would not meet the criteria for a reimbursable meal in NuMenus? (Whether or not 1/3 RDA criteria is being met is irrelevant for this exercise.)

1. Lasagna
 - Green Beans
 - Italian Bread
 - Whole Milk
2. Hamburger with Lettuce and Tomato
 - Skim Milk
3. Green Bean Casserole
 - Fruit Salad
 - Lowfat Milk
4. Baked Chicken
 - Yogurt
 - Skim Milk
5. Beef and Bean Burrito
 - Spanish Rice
 - Lowfat Milk

B. Offer versus Serve

Which of these lunch meals would not be considered a reimbursable meal under OVS in NuMenus? (Whether or not 1/3 RDA criteria is being met is irrelevant for this exercise.)

1. Steak Sandwich
 - Celery Sticks
 - French Fries
 - Whole Milk

The student chooses the steak sandwich and whole milk.

2. Pizza

Fresh Peach

Skim Milk

The student chooses a fresh peach and skim milk.

3. Tacos with Lettuce and Tomato

Fruit Cocktail

Potato Rounds

Lowfat Milk

The student chooses tacos with lettuce and tomato.

4. Chicken Nuggets

Tossed Salad

Dinner Roll

Yogurt

Whole Milk

The student chooses a dinner roll and yogurt.

5. Cheddar Cheese Nachos

Chicken Enchilada

Skim Milk

The student chooses nachos and an enchilada.

C. Special Points

Answer the questions below, giving the rationale for your answer.

1. The mother of a disabled student sends a note to school asking the Cafeteria Manager to substitute all fresh fruits and vegetables with canned fruits only. Should the manager make the substitutions? Why?

2. A statement signed by a local pediatrician is sent to the Child Nutrition Program director asking that all of his patients be given fruit juice instead of milk. Should the director make the substitution for John Smith at Fair Oaks Elementary who says he is a patient of this doctor? Why?
3. The cashier tallies a lunch under Offer versus Serve and charges Sue Jones only \$1.25 for her Grilled Cheese and Apple because she did not take the Milk and Pasta Salad that was also offered for the full meal price of \$1.75. Is this correct? Why?
4. The Child Nutrition Program director offers a “Coaches Corner” lunch at the high school with larger portions. Even though the price to paying students is 25¢ more, he lets full and reduced-price students select this meal at no extra charge. Is this correct? Why?
5. Tim Brown is not feeling well and selects two milks for lunch at Fair Oaks Elementary School which has Offer versus Serve. Does this meal meet the criteria for a reimbursable meal? Why?

D. Leftovers and Substitutions

Which of the following leftover substitutions can be made without significantly affecting the nutrient analysis of the menu that the leftover will be included in?

1. Leftover: Lasagna
Menu Item the Leftover is substituting for: Green Peas
2. Leftover: Fresh Orange
Menu Item the Leftover is substituting for: Steamed Broccoli
3. Leftover: Cherry Crisp
Menu Item the Leftover is substituting for: Sponge Cake
4. Leftover: Baked Potato
Menu Item the Leftover is substituting for: Egg Noodle
5. Leftover: Banana Bread
Menu Item the Leftover is substituting for: Spanish Rice

E. Competitive Foods (Foods of Minimal Nutritional Value)

Which of these foods are considered as “foods of minimal nutritional value” and cannot be used as part of a nutrient analysis in NuMenus?

1. Cotton candy
2. Candy corn in a Halloween trail mix
3. Chocolate candy bar with nuts
4. Root Beer flavored carbonated soda
5. Ice cream sandwich
6. Granola bar
7. Miniature marshmallows used as garnish for chocolate pudding
8. Orange flavored soda which meets 10% of the US RDA for vitamin C (vitamin C content verified by FCS under petition of vendor)
9. 100% Honey candy stick
10. Cherry licorice

Appendix K: Required Grade Nutrient Standards

Required Grade Nutrient Standards - Breakfast

Calories and Nutrient Levels for School Breakfast (school week averages)			
	Preschool	Grades K-12	Option Grades 7-12
Energy Allowances (calories)	388	554	618
Total fat (g) ³	13 ¹	18 ¹	21 ¹
Total saturated fat (g) ³	4 ²	6 ²	7 ²
Protein (g)	5	10	12
Calcium (mg)	200	257	300
Iron (mg)	2.5	3.0	3.4
Vitamin A (RE)	113	197	225
Vitamin C (mg)	11	13	14

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on actual level of calories offered.

Required Grade Nutrient Standards - Lunch

Calorie and Nutrient Levels for School Lunch (school week averages)				
	Pre-School	Grades K-6	Grades 7-12	Grades K-3 Option
Energy Allowances (Calories)	517	664	825	633
Total Fat (g) ³	17 ¹	22 ¹	28 ¹	21 ¹
Total Saturated Fat (g) ³	6 ²	7 ²	9 ²	7 ²
Protein (g)	7	10	16	9
Calcium (mg)	267	286	400	267
Iron (mg)	3.3	3.5	4.5	3.3
Vitamin A (RE)	150	224	300	200
Vitamin C (mg)	14	15	18	15

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on actual level of calories offered.

Appendix L: Optional Age Group Nutrient Standards

Optional Age Nutrient Standards for NuMenus – Breakfast

Minimum Calorie and Nutrient Levels for School Breakfast (school week averages for age groups)				
Nutrients and energy allowances	Ages 3-6	Ages 7-10	Ages 11-13	Ages 14 and older
Energy Allowances/Calories	419	500	588	625
Total Fat (g) ³	14 ¹	17 ¹	20 ¹	21 ¹
Saturated Fat (g) ³	5 ²	6 ²	7 ²	7 ²
RDA for Protein (g)	5.50	7.00	11.25	12.50
RDA for Calcium (mg)	200	200	300	300
RDA for Iron (mg)	2.5	2.5	3.4	3.4
RDA for Vitamin A (RE)	119	175	225	225
RDA for Vitamin C (mg)	11.00	11.25	12.50	14.40

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on the actual level of calories offered.

Optional Age Nutrient Standards for NuMenus – Lunch

Minimum Calorie and Nutrient Levels for School Lunch (school week averages for age groups)				
Nutrients and energy allowances	Ages 3-6	Ages 7-10	Ages 11-13	Ages 14 and older
Energy Allowances/Calories	558	667	783	846
Total Fat (g) ³	19 ¹	22 ¹	26 ¹	28 ¹
Saturated Fat (g) ³	6 ²	7 ²	9 ²	9 ²
RDA for Protein (g)	7.3	9.3	15.0	16.7
RDA for Calcium (mg)	267	267	400	400
RDA for Iron (mg)	2.5	2.5	3.4	3.4
RDA for Vitamin A (RE)	158	233	300	300
RDA for Vitamin C (mg)	14.6	15.0	16.7	19.2

¹ Total fat not to exceed 30 percent over a school week.

² Saturated fat to be less than 10 percent over a school week.

³ The grams of fat will vary depending on the actual level of calories offered.

Appendix M: Instructor Outline

Lesson 3: Program Requirements – NuMenus and Assisted NuMenus

Lesson Time

Approximately 2 hours

Equipment

- ✓ Slide projector
- ✓ 3 screens
- ✓ Overhead projector

Materials

- ✓ Slides
- ✓ Transparencies:
 - T-1 Cartoon: Snoopy
 - T-2 Appendix C: Standard RDA Set
 - T-3 Total Fat Goal for Grades K-6, Lunch
 - T-4 Saturated Fat Goal for Grades K-6, Lunch
 - T-5 Appendix E: Grams of Fat
 - T-6 Fat Goals for Grades K-6
 - T-7 Selecting The Right Nutrient Standard
 - T-8 Lunch Choices
 - T-9 Breakfast Choices
 - T-10 Salad Bar Choices
 - T-11 Cartoon: Sally Forth
- ✓ Activity – Appendix B: Nutrients
- ✓ Activity – Appendix E Grams of Fat
- ✓ Activity – Appendix F: Selecting Nutrient Standards
- ✓ Activity – Appendix I: Substitutions
- ✓ Activity – Appendix J: Quizzes

Lesson Plan Outline

1. Interest Building Strategy/Set

- a) Show menus that do or do not meet the new program requirements. Ask if students can determine which do and do not. They will be able to by the end of the lesson.

2. Review Competencies.

3. Purpose

- a) Our goal is to plan menus that meet the nutritional requirements of children. NuMenus and Assisted NuMenus menu planning systems will allow you to plan a menu with immediate feedback on how well you are meeting those requirements.
- b) The flexibility of NuMenus and Assisted NuMenus allows you to create menus that meet the needs of your operation and your students, but still meet the nutritional requirements of children.

4. Transfer

- a) There are specific program requirements for NuMenus and Assisted NuMenus, just as there were for the traditional meal pattern. The requirements regarding fluid milk as a beverage and foods of minimal nutritional value remain the same. We will study the NuMenus and Assisted NuMenus program requirements, reviewing those that are familiar and learning the important new program requirements.

5. Instruction

- a) Discuss how we plan NuMenus and Assisted NuMenus with foods in any quantities. The criteria are based on the nutrient content, but the goal is to meet the nutrition goals just as with Food Based Menus.
- b) Discuss the difference between NuMenus and Assisted NuMenus: with NuMenus, the school food authority will analyze the menus and with Assisted NuMenus, the consultant will analyze the menus.
- c) Discuss the key points for NuMenus and Assisted NuMenus:
 - i) Nutrient Standards
 - a) Definition
 - b) Calories and Nutrients in the Standards
 - c) Establishment
 - d) Age or Grade Groups
 - e) Selection
 - f) Adults

- ii) Weekly Averages
- iii) Weighted Nutrient Analysis
- iv) Combined Breakfast and Lunch
- v) Approved Software and Database
- vi) Nutrition Disclosure
- vii) Standardized Recipes and Preparation Techniques
- viii) Processed Food Analysis
- d) Discuss NuMenus Meals:
 - i) Menu Item Definition
 - ii) Lunch Components, Including Theme Bars and Field Trips
 - iii) Breakfast Components
 - iv) Daily vs. Weekly Criteria
 - v) All Foods Count in Nutrient Analysis
- e) Discuss Offer versus Serve in terms of the general rules, the goals, and the specific rules for NuMenus and Assisted NuMenus.
- f) Discuss how to count menu items when choices are offered.
- g) Discuss leftovers and substitutions and when menu planners must reanalyze a meal when they occur.
 - i) Activity – Appendix I: Substitutions
- h) Discuss fortification issues.
- i) Review other regulations for NuMenus.
- j) Discuss the special points that continue to be required under NuMenus:
 - i) Substitutions for disabled
 - ii) Substitutions for medical or dietary needs
 - iii) Unit pricing
 - iv) Same selection for all
 - v) Each OVS menu item different

6. Guided Practice

- a) Activity – Appendix B: Nutrients
- b) Activity – Appendix E: Grams of Fat
- c) Activity – Appendix F: Selecting Nutrient Standards
- d) Activity – Appendix I: Substitutions
- e) Activity – Appendix J: Quizzes

Appendices

7. Individual Practice
 - a) None
8. Closure
 - a) Show the menus from the Interest Building Strategy/Set again. Can students spot the ones that do not meet the Program Requirements?
 - b) Review competencies.
9. Back on the Job...
 - a) Program Requirements is an important area to cover in staff training.
10. Appendices
 - a) Appendix A: Recommended Dietary Allowances
 - b) Appendix B: Nutrients
 - c) Appendix C: Standard RDA Data Set
 - d) Appendix D: Determining Nutrient Standards
 - e) Appendix E: Grams of Fat
 - f) Appendix F: Selecting Nutrient Standards
 - g) Appendix G: Age to Grade Chart
 - h) Appendix H: Definition of Competitive Foods and Foods of Minimal Nutritional Value
 - i) Appendix I: Substitutions
 - j) Appendix J: Quizzes
 - k) Appendix K: Required Grade Nutrient Standards
 - l) Appendix L: Optional Age Group Nutrient Standards
 - m) Appendix M: Instructor Outline

Appendix M: Instructor Key

Grams of Fat

1. Based on a breakfast meal that contains 525 calories and is served to a 3rd grade girl, calculate the approximate number of grams of fat this breakfast could contain and still meet the goal of 30% or less calories from fat.

$$525 \times 30\% = 157.5 \text{ calories from fat}$$

$$157.5 \text{ calories from fat divided by 9 calories per gram of fat}$$

$$= 17.5 \text{ grams of fat}$$

2. Based on a lunch meal that contains 800 calories and is served to a 10th grade boy, calculate the approximate number of grams of saturated fat this lunch could contain and still meet the goal of 10% or less calories from saturated fat.

$$800 \times 10\% = 80 \text{ calories from saturated fat}$$

$$80 \text{ calories from saturated fat divided by 9 calories per gram of fat}$$

$$= 8.8 \text{ grams of saturated fat}$$

Appendix M: Instructor Key

Selecting Nutrient Standards

If the ages or grades of children in your school do not meet the preset groupings, you need to evaluate whether it is necessary to use more than one Nutrient Standard or create a modified custom Nutrient Standard for your school.

Criteria: If only one age or grade group is outside the Nutrient Standard on either end, the majority standard may be used. If ages span more than two years beyond the 10-11 age breaks, two groups must be used.

Example 1

New Town Primary School has grades K-3 and uses NuMenus. The students are 5-8 years old. Which Nutrient Standards could be used?

1. Grades K-6
2. Grades K-3
3. Ages 3-6 and 7-11
4. Custom Age Groups 5-8

Which Nutrient Standard would best meet the nutritional needs of the group?

Example 2

Old Town Union School has grades K-12 and uses Assisted NuMenus. The students are 5-17 years old. Which Nutrient Standard could be used to evaluate the nutritional adequacy of this menu?

1. Grades K-6 and 7-12
2. (4) Optional Age Groups
3. Two Custom Age Groups 5-10, 11-17

Which Nutrient Standard would best meet the nutritional needs of the group?

Example 3

Up Town Junior High has grades 6-9 and uses Assisted NuMenus. The students are 11-14 years old. Which Nutrient Standards could be used?

1. Grades 7-12
2. Ages 11-13
3. Grades K-6 and 7-12
4. Custom Age Groups 11-14

Which Nutrient Standard would best meet the nutritional needs of the group?

Example 4

Suburban Elementary School has grades K-8 and uses NuMenus. The ages of the students range from 5-13. Which Nutrient Standards could be used to evaluate the nutritional adequacy of this menu?

- 1. Grades K-6 and Grades 7-12**
- 2. Ages 3-6 and ages 11-13**
- 3. Custom Age Groups 5-10 and Optional Age Group 11-13**

Which Nutrient Standard would best meet the nutritional needs of the group?

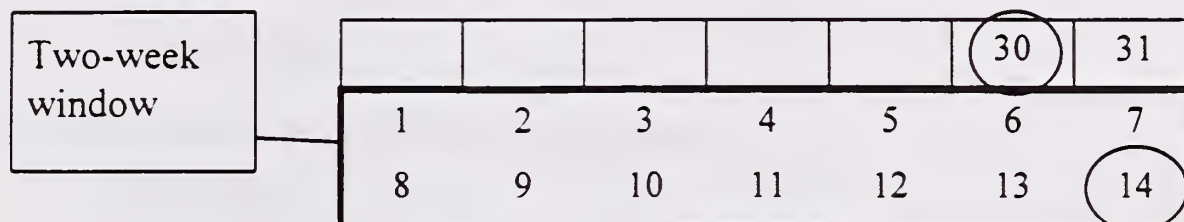
Appendix M: Instructor Key

Substitutions

Menu planners must be able to recognize situations that would require reanalysis of the menu. Try to determine which of the situations below could result in the menu being reanalyzed.

1. The September 14th menu calls for Orange Wedges. There is a freeze in southern California and no oranges are available. Your produce purveyor calls August 30th to inform you of the need to change and you decide to use Apple Wedges. Do you need to reanalyze the menu? Why or why not?

Key: Because you know of the change prior to the two-week window, you should reanalyze the menu.

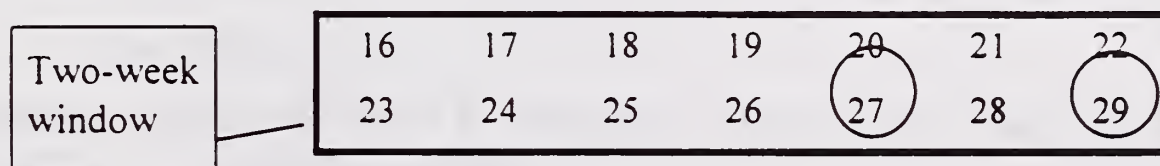


2. On September 18th there are 20 servings of rice left over. The cook freezes the leftovers. On September 24th, the school runs out of rolls to serve with Baked Chicken. The cook reheats the leftover rice and serves it with chicken. Do you need to reanalyze the menu? Why or why not?

Key: This was an emergency substitution of a similar food. There is no need to analyze.

3. The September 29th menu calls for Beef and Bean Burritos. The delivery arrives from the distributor on September 27th. You have been shorted two cases of burritos, but they send two cases of Chicken and Bean and Cheese Quesadillas as a substitution. Do you need to reanalyze the menu? Why or why not?

Key: Because the menu planner did not know about the substitution two weeks in advance of the date of the menu, and a similar food was served, there is no need to reanalyze.



4. On October 14th, the menu calls for Peach Cobbler. The day before, the baker burns the cobbler and it must be thrown out. The manager knows there needs to be another menu item, but only has ice cream to substitute for the cobbler. Do you need to reanalyze the menu? Why or why not?

Key: The substitution occurred within the two-week window. Although the menu item substituted is not a similar food, the menu does not need to be reanalyzed.

Appendix M: Instructor Key

Quizzes

A. Reimbursable Meals

Which of these lunch meals would not meet the criteria for a reimbursable meal in NuMenus? (Whether or not 1/3 RDA criteria is being met is irrelevant for this exercise.)

1. Lasagna
 - Green Beans
 - Italian Bread
 - Whole Milk
2. Hamburger with Lettuce and Tomato
 - Skim Milk
3. Green Bean Casserole
 - Fruit Salad
 - Lowfat Milk
4. Baked Chicken
 - Yogurt
 - Skim Milk
5. Beef and Bean Burrito
 - Spanish Rice
 - Lowfat Milk

Answer: Numbers 2 and 3. Number 2 has only two menu items and Number 3 does not contain an entree.

B. Offer versus Serve

Which of these lunch meals would not be considered a reimbursable meal under OVS in NuMenus? (Whether or not 1/3 RDA criteria is being met is irrelevant for this exercise.)

1. Steak Sandwich
 - Celery Sticks
 - French Fries

Whole Milk

The student chooses the steak sandwich and whole milk.

2. Pizza

Fresh Peach

Skim Milk

The student chooses a fresh peach and skim milk.

3. Tacos with Lettuce and Tomato

Fruit Cocktail

Potato Rounds

Lowfat Milk

The student chooses tacos with lettuce and tomato.

4. Chicken Nuggets

Tossed Salad

Dinner Roll

Yogurt

Whole Milk

The student chooses a dinner roll and yogurt.

5. Cheddar Cheese Nachos

Chicken Enchilada

Skim Milk

The student chooses nachos and an enchilada.

Answer: Number 3. The student chooses only one menu item.

C. Special Points

Answer the questions below, giving the rationale for your answer.

1. The mother of a disabled student sends a note to school asking the Cafeteria Manager to substitute all fresh fruits and vegetables with canned fruits only. Should the manager make the substitutions.

Answer: This substitution should not be made. There is not a statement signed by a physician.

2. A statement signed by a local pediatrician is sent to the Child Nutrition Program director asking that all of his patients be given fruit juice instead of milk. Should the director make the substitution for John Smith at Fair Oaks Elementary who says he is a patient of this doctor? Why?

Answer: This substitution should not be made. Exceptions may only be made on a case-by-case basis.

3. The cashier charges Sue Jones only \$1.25 for her Grilled Cheese and apple because she did not take the Milk and Pasta Salad that was also offered for the full meal price of \$1.75. Is this correct? Why?

Answer: No. A lunch or breakfast must be priced as a unit. Offer versus Serve must not affect the price.

4. The Child Nutrition Program director offers a "Coaches Corner" lunch at the high school with larger portions. Even though the price to paying students is 25¢ more, he lets full and reduced-price students select this meal, too. Is this correct? Why?

Answer: Yes. All children must be offered the same selection.

5. Tim Brown is not feeling well and selects two milks for lunch at Fair Oaks Elementary School which has Offer versus Serve. Does this meal meet the criteria for a reimbursable meal? Why?

Answer: Two of the same menu items cannot count. Each menu item must be different.

D. Leftovers and Substitutions

Which of the following leftover substitutions can be made without significantly affecting the nutrient analysis of the menu that the leftover will be included in?

1. Leftover: Lasagna
Menu Item the Leftover is substituting for: Green Peas
2. Leftover: Fresh Orange
Menu Item the Leftover is substituting for: Steamed Broccoli
3. Leftover: Cherry Crisp
Menu Item the Leftover is substituting for: Sponge Cake
4. Leftover: Baked Potato
Menu Item the Leftover is substituting for: Egg Noodle

5. Leftover: Banana Bread

Menu Item the Leftover is substituting for: Spanish Rice

Answer : Leftovers 2, 3, and 5 can be substituted without significantly affecting the nutrient analysis of the menu that the leftover will be included in.

E. Competitive Foods (Foods of Minimal Nutritional Value)

Which of these foods are considered as "foods of minimal nutritional value" and cannot be used as part of a nutrient analysis in NuMenus?

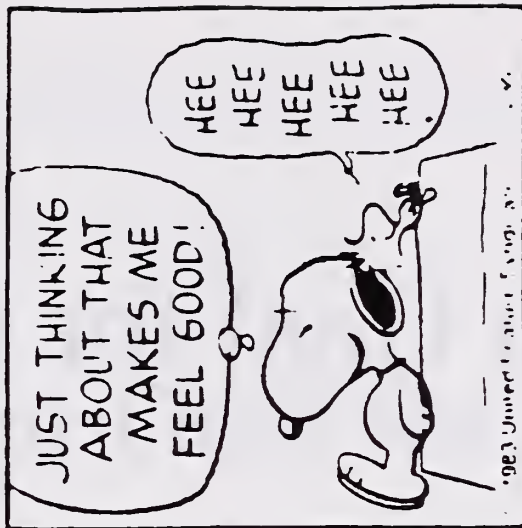
1. Cotton candy
2. Candy corn in a Halloween trail mix
3. Chocolate candy bar with nuts
4. Root Beer flavored carbonated soda
5. Ice cream sandwich
6. Granola bar
7. Miniature marshmallows used as garnish for chocolate pudding
8. Orange flavored soda which meets 10% of the USRDA for vitamin C (vitamin C content verified by FCS under petition of vendor)
9. 100% Honey candy stick
10. Cherry licorice

Answer: Foods 1, 4, 9 and 10.

Although the candy corn in the Halloween trail mix (Number 2) and the marshmallows on top of the chocolate pudding (Number 7) are included in the competitive foods list, they can be used in a nutrient analysis in NuMenus because they are part of a reimbursable meal menu item (they are not sold separately from the meal as competitive foods).

T-1

Peanuts



Reprinted by permission of UFS, Inc.

T-3

Total Fat Goal for Grades K-6

$$\begin{aligned} & 664 \text{ calories} \times 30\% \\ & = 199 \text{ calories maximum from fat.} \end{aligned}$$

$$\begin{aligned} & 199 \text{ calories from fat divided by } 9 \\ & \quad (9 \text{ calories per gram of fat}) \\ & = 22 \text{ grams of fat.} \end{aligned}$$

T-4

Saturated Fat Goal for Grades K-6

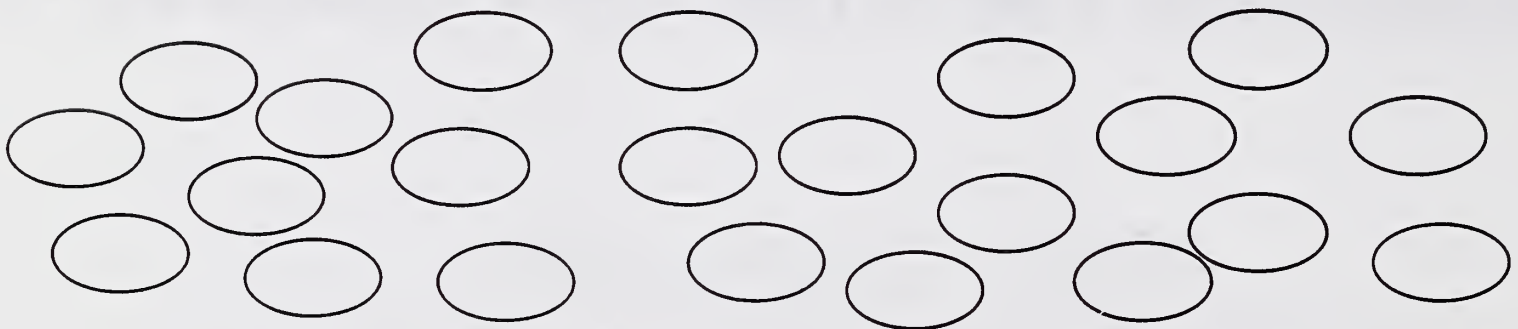
664 calories x 10%
= 64 calories maximum from saturated fat.

64 calories from saturated fat divided by 9
(9 calories per gram of fat)
= 7 grams of saturated fat.

T-6

Fat Goals for Grades K-6

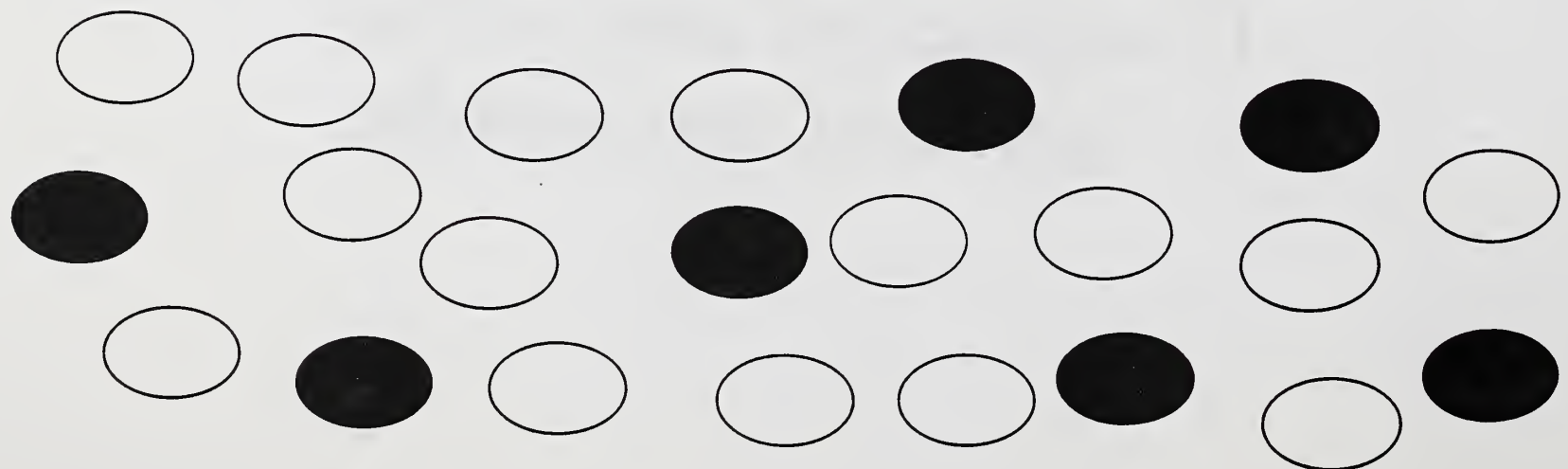
30% of calories from total fat
= 22 grams



10% of calories from saturated fat
= 7 grams



The 7 grams of saturated fat are a part of
the 22 grams of total fat.



T-7

Selecting the Right Nutrient Standard

School Level	Menu Needed	Recommended Standard
Preschool/Elementary (2, 3-6 years)	1	NSMP Standard for ages 3-6
Elementary		
K-3 (5-8 years)	1	K-3
K-5 (5-11 years)	2	K-3 4th - 6th grade
K-8 (5-13 years)	2	K-3 4th - 9th grade
Middle/Junior High		
4th-8th	1	4th-8th grade (9-13 years)
6th-9th	1	6th-9th grade (11-14 years)
Senior High		
7-12	1	7-12 grade (12-17 years)
K-12 (5-17 years)	2	K-5th (5-10 years) 6th - 12th (11-17 years)

T-8

Lunch Choices

Select One Entree:

- ☐ Hamburger on a Bun
- ☐ Baked Chicken with Whole Grain Roll
- ☐ Beef & Bean Burrito with Salsa

Select Two Side Dishes:

- ☐ Lettuce, Tomato, Pickle
- ☐ Green Salad with Lowfat Dressing
- ☐ Watermelon Wedge
- ☐ Peach Crisp
- ☐ Seasoned Peas
- ☐ Oven Baked French Fries

Select One Milk:

- ☐ Nonfat Milk
- ☐ Nonfat Chocolate Milk
- ☐ 1% Lowfat Milk
- ☐ Whole Milk

Note: There are four menu items.

T-9

Breakfast Choices

Select One

- ☐ Corn Flakes
- ☐ Cinnamon Life
- ☐ Cheerios
- ☐ Oatmeal
- ☐ Cream of Wheat

Select One

- ☐ Toast & Jelly
- ☐ Mini Muffin

Select One

- ☐ Banana
- ☐ Applesauce
- ☐ Orange Juice

Select One

- ☐ Nonfat Milk
- ☐ 1% Lowfat Milk
- ☐ Whole Milk

Note: There are four menu items.

T-10

Salad Bar Choices

Select One Or More

- ☐ Egg Salad
- ☐ 3-Bean Salad
- ☐ Diced Ham & Cheese
- ☐ Peanut Butter
- ☐ Macaroni Salad

Select One Or More

- ☐ Lettuce
- ☐ Spinach
- ☐ Tomatoes
- ☐ Onions
- ☐ Sliced Cucumbers
- ☐ Watermelon Wedge
- ☐ Pineapple Tidbits

Select One Or More

- ☐ Crackers
- ☐ Croutons
- ☐ Roll

Select One

- ☐ Nonfat Milk
- ☐ 1 % Lowfat Milk
- ☐ 1 % Chocolate Milk
- ☐ Whole Milk

Note: There are four menu items

T-11

Sally Forth



MY TEACHER ASKED ME TO NAME THE FOUR BASIC FOOD GROUPS, BUT I COULD ONLY THINK OF TWO...
FISH STICKS AND FROZEN PIZZA



10

1000
1000
1000
1000

1000
1000
1000
1000

1000
1000
1000
1000



1000

1000

University of Toronto Libraries

100 St. George Street

Toronto, Ontario M5S 1A5

For more information, please contact:

Reference Services
Tel: (416) 978-2800
Fax: (416) 978-2801
Email: reference@utoronto.ca



Lesson 4: Dietary Guidelines as Applied to Children

Competencies

Participants will be able to:

1. Recognize factors that influence the food choices of children.
2. Apply the Dietary Guidelines to menu planning, including 30% or less of calories from fat and less than 10% from saturated fat.



Lesson 4: Dietary Guidelines as Applied to Children

Lesson 4

Dietary Guidelines as Applied to Children

Slide 1

Background

Today, many Americans have diets that contain too many calories and too much fat (especially saturated fat), cholesterol and sodium. Their diets are low in whole grains, fruits, and vegetables, and high in fats and sweets. In addition, people have become more inactive over the years.

Most experts agree that food choices and exercise can help to prevent chronic diseases such as heart disease, certain cancers, diabetes, stroke and osteoporosis, that are leading causes of death and disability among Americans. A good diet can reduce major risk factors for chronic diseases such as obesity, high blood pressure and high blood cholesterol. The exact role of diet in some of these diseases is still being studied.

Unfortunately, children's diets reflect some of the same drawbacks found in the general American diet. The United States Department of Agriculture's (USDA) 1993 *School Nutrition Dietary Assessment* (SNDA) study shows that the eating patterns of children and youth parallel the eating patterns of the nation. Generally, children are consuming too much fat, saturated fat, and sodium, and too few carbohydrates. The study found that students' daily intake averages 38 percent of calories from fat, and 15 percent from saturated fat, compared with the Dietary Guideline goal of 30 percent or less from fat, and less than 10 percent from saturated fat.

Since school meals provide a significant contribution to a child's diet, it is especially

Notes

① Interest Building Strategy/Set

Ask students to stand up if they answer yes to the following questions:

Did you eat 6 servings of bread yesterday?

Who ate 3 whole grains yesterday?

Did you consume 2 servings of milk or dairy foods?

Did you consume 5 servings of fruits and vegetables?

Did you walk or exercise for 30 minutes yesterday?

② Review Competencies

③ Purpose

You will be reviewing the current 1995 Dietary Guidelines and how they apply to school meals. The Guidelines provide specific, practical tips for menu planning in Child Nutrition Programs. One, two, or all of the guidelines may apply to your situation. By choosing only one or two of the guidelines, you can make menu changes gradually. By starting slowly, keeping the changes simple, and introducing new items with popular menu items, you will find applying the Dietary Guidelines easy.

American Diet

- Too many calories
- Too much fat, cholesterol, sodium
- Too low in whole grains, fruits and vegetables

important that school meals be changed to provide choices that include lowfat foods, vegetables, fruits and whole grain products. It has become clear that changes are necessary to provide children with healthy meals.

To help achieve these changes the USDA *School Meals Initiative for Healthy Children* will provide children with school meals that promote their health, and assist in preventing chronic diseases, and meet the nutrition goals. These changes take into consideration the total diet as you plan meals that are based on an average weekly nutrient analysis.

Notes

**USDA School Meals
Initiative for Healthy Children**

Nutrition Goals

Recommended Dietary Allowances (RDA)

- 1/4 RDA for breakfast
- 1/3 RDA for lunch

Calorie Goals

- Age appropriate

Dietary Guidelines for Americans

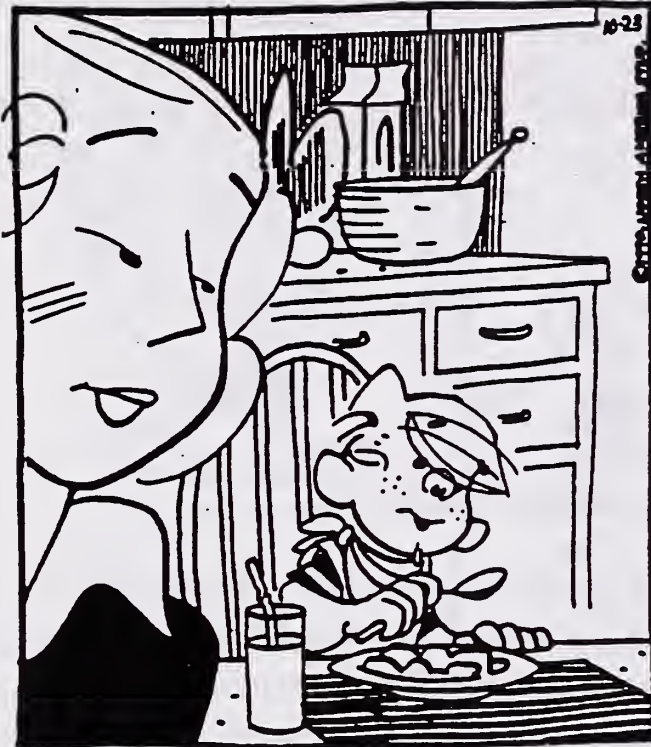
- Balanced nutrient content

Slide 2

Public Law 103-448 requires school lunch and breakfast programs to comply with the current recommendations of the Dietary Guidelines for Americans by July 1, 1996 or the beginning of the school year 1996-97, unless a waiver is granted by the State agency.

Eating Is One of Life's Greatest Pleasures

DENNIS THE MENACE



"THIS STUFF TASTES GREAT, MOM!
ARE YA SURE IT'S GOOD FOR ME?"

Experts agree that most food preferences and dietary habits are established during childhood. Children are influenced by many factors—parents, teachers, friends, community, school meals, food industry, peers, and the media.

Influences on Children's Nutritional Behaviors

- Parents
- Peers/community
- TV/media
- School meals

Slide 2

¹ Dennis the Menace ® used by permission of Hank Ketcham and © by North America Syndicate.

Notes

- ④ **Transfer** – Show the Dennis the Menace cartoon. T-1

Eating is one of life's great pleasures from birth to adulthood, and we can help to influence children's food choices.

Parents can control the type of food infants eat, but not the amount. Babies will only eat the amount they need. As children get older and strive for independence, they are influenced more by media, peers and meals served at school.

Review Appendix D: ADA's position paper, Dietary Guidance for Healthy Children.

⑤ Instructions

Review influences on children's nutritional behaviors

- Parents
- Peers/community
- TV/media
- School meals

Parents

Notes

Parents are Gatekeepers

Provide:

- Nourishing food
- Supportive environment

Slide 3

Nourishing Food

A family's food preferences, eating behaviors and beliefs are strong traditional influences in the way children select food. These traditions, along with a family's culture and budget, will influence children's nutritional behaviors. Research indicates that children imitate adult eating habits and that the number of children responsible for preparing and purchasing their own meals and snacks is growing. Parents are the gatekeepers and need to provide guidance so that there is a healthy framework within which children select and decide how much food to eat.

We can influence children by educating their parents on the healthful meals being served. The meals served should appeal to children by offering healthy choices of their favorite foods. Their parents will value a program that offers healthy food choices.

Supportive Environment

Eating involves more than nutrition. People also eat foods for enjoyment. Mealtimes may influence children's food and nutrient intake. Meals should be eaten in a setting that is comfortable and free from stress and unreasonable demands. This will help to foster in children a lifelong appreciation for healthy foods that taste good.

Peers

As children venture into the wide world, their food choices are influenced by those outside the family. Day care, friends, school, doctors and teachers provide both positive and negative nutrition messages.

The Family Circus



2-12

Copyright 1992
The Register and Tribune
Syndicate, Inc.

2

"It's the cafeteria menu for next week.
Thursday would be a good day to be sick."

As children grow older, participation in the school meal program may be determined as much by friends as by the menu. Children need support and education when trying to solve problems in a peer group. One way for schools to influence peer groups is to involve the school leaders in Nutrition Advisory Councils or taste test panels. For more information see Lesson 10: Marketing Healthy School Meals and Lesson 6: Food Procurement.

Media

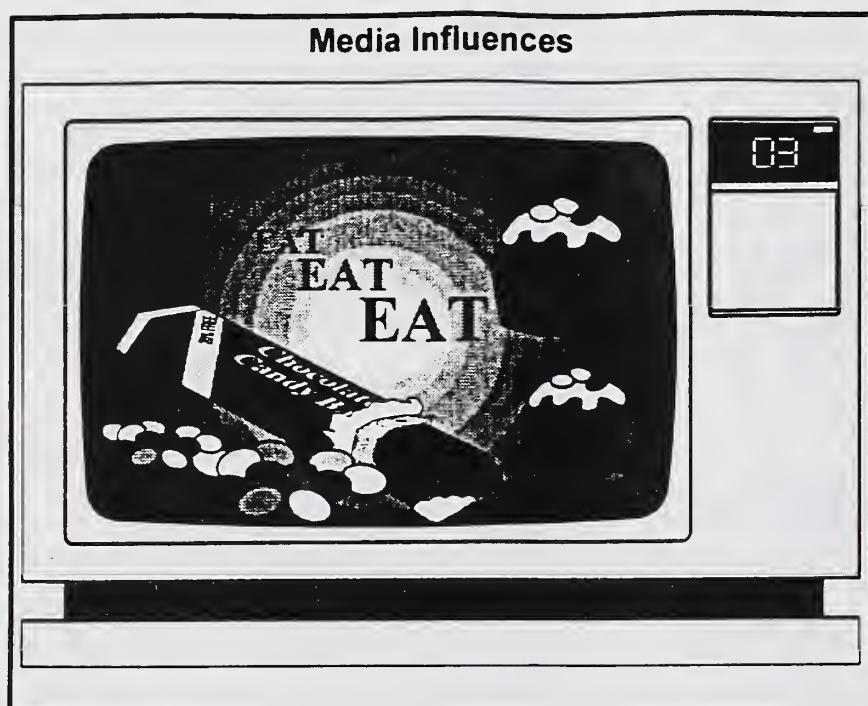
Television is the primary media influence on children of all ages. Many children watch nearly 26 hours of TV in a week, and commercials have impacted children's nutritional behaviors.

Notes

Show T-2 cartoon – The Family Circus.

Children are influenced by other children. Try to keep their influence positive, not negative!

² The Family Circus reprinted with special permission of King Features Syndicate, Inc.



Slide 4


Problems associated with watching TV:

- Promotes sedentary lifestyle.
- Exposes children to food commercials which often promote foods high in sugar, fat, salt, and low in nutrients. The messages are directed to image and emotional appeals, and generally lack nutritional advice.
- Urges children to influence parents' food choices.
- Offers poor dietary models to imitate.

School Meals

School Meals

- Cultural diversity
- Marketing healthy food choices
- USDA Food Guide Pyramid



Slide 5

During children's developmental years there are opportunities to promote and influence healthy food choices through school meals. For many children, school meals make a significant contribution to their

Notes

Activity

Discuss with a partner two ways to positively influence a child's eating habits.

total day's nutrient intake. School meals offer a variety of foods to reflect the cultural diversity and changing needs of students.

The USDA Food Guide Pyramid is a visual teaching tool that shows the total diet concept. By selecting a variety of foods from the five food groups displayed by the Food Guide Pyramid, you can achieve a healthful diet. Select foods from the base of the USDA Food Guide Pyramid as the foundation of your meals. (See Lesson 10: Marketing Healthy School Meals for more information.)

Dietary Guidelines and Menu Planning

One way to provide healthy food choices in your school meals is to apply the core messages from *Nutrition and Your Health: Dietary Guidelines for Americans, fourth edition, 1995* to your menus and food items.

Nutrition and Your Health: Dietary Guidelines for Americans, fourth edition, 1995:

1. Eat a variety of foods.
2. Balance the food you eat with physical activity – maintain or improve your weight.
3. Choose a diet with plenty of grain products, fruits and vegetables.
4. Choose a diet low in fat, saturated fat and cholesterol.
5. Choose a diet moderate in sugars.
6. Choose a diet moderate in salt and sodium.
7. If you drink alcoholic beverages, do so in moderation.

Slide 6

Public Law 101-445 requires that the Dietary Guidelines be reviewed by a panel of experts every five years to determine whether the existing standards need to be altered and, if so, to recommend changes. As a result, the Dietary Guidelines are based on the best available scientific and medical knowledge.

They provide advice for all healthy Americans age two and older about food choices that promote

Notes

health and prevent chronic diseases. The guidelines encourage Americans to choose a diet with most of the calories from grains, vegetables, and fruits, lowfat dairy products, lean meats, fish, and poultry and to choose fewer calories from fats and sweets.

Notes

Review changes to the Dietary Guidelines.

Dietary Guideline Changes:		
Third Edition (1990)	Fourth Edition (1995)	Reason for Change
Eat a variety of foods	Same	No change
Maintain healthy weight	Balance the food you eat with physical activity – maintain or improve your weight	Increased focus on weight maintenance and physical activity (as a key component of weight maintenance)
Choose a diet with plenty of vegetables, fruits and grain products	Choose a diet with plenty of grain products, vegetables, and fruits	Consistency with placement on the Food Guide Pyramid
Choose a diet low in fat, saturated fat, and cholesterol	Same	No change
Use sugars only in moderation	Choose a diet moderate in sugars	Consistency with other guidelines' focus on total diet
Use salt and sodium only in moderation	Choose a diet moderate in salt and sodium	Consistency with other guidelines' focus on total diet
If you drink alcoholic beverages, do so in moderation	Same	No change

Dietary Guideline Changes*Fourth Edition, 1995*

- Same
- Balance the food you eat with physical activity
- Choose a diet with plenty of grain products, vegetables and fruits
- Same
- Choose a diet moderate in sugars
- Choose a diet moderate in salt and sodium
- Same

*Slide 7***Principles of Cooperative Learning**

1. Positive interdependence
2. Individual accountability
3. Collaborative skills

*Slide 8***Expert Groups**

1. Variety
2. Weight and activity
3. Grains, vegetables, fruits
4. Fat
5. Sugar
6. Salt

Slide 9

Dietary Guideline #1: Eat a Variety of Foods

This Dietary Guideline is the cornerstone for building a healthy diet. Foods contain combinations of nutrients and other healthful substances. No one food provides all the nutrients needed for good health. For example, a banana provides potassium, but no iron. Dried beans provide iron, but no vitamin C.

To make sure you eat all of the nutrients and other substances needed for health, choose a variety of foods. There are no "good" or "bad" foods. All foods can be part of a healthful diet. A healthful diet

Notes**Activity****Jigsaw Cooperative Learning**

In this section, we will look at six of the seven Dietary Guidelines that apply to menu planning.

Divide into "home" groups of 6. Review principles (slide). Review procedure (slide). Divide into "expert" groups. Study. Return to teach "home" group.

Jigsaw Procedure

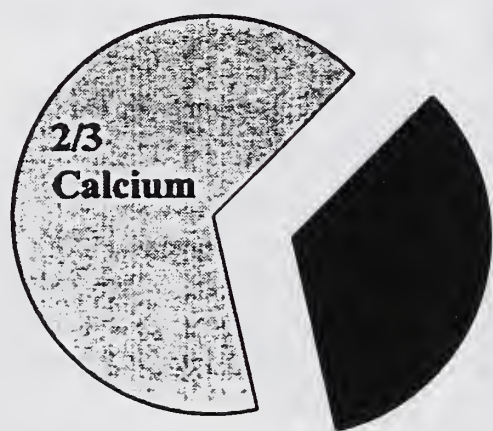
1. Cover a large body of information by dividing the content into sections.
2. Each group member is responsible for a section that is unique and different.
3. The first group formed is the "home" group or team.
4. The second group is the "expert" group where the material will be studied in depth. This group should compare and review the Dietary Guidelines changes to their topic.
5. Experts return to their home group to teach the information they learned.
6. The home group is responsible for knowing the entire content and will demonstrate this knowledge.

contains the amounts of essential nutrients and energy needed to prevent nutritional deficiencies and excesses. It also provides the right balance of carbohydrate, fat, and protein to reduce risks for chronic disease. It can be obtained from a variety of foods that are available, affordable, and enjoyable.

Food combinations need to vary from day to day and meet the energy and nutrient goals that are unique for every person. Although all children need calories and nutrients for growth and development, they do not all need to eat the same amount.

Growing children and teenage girls have higher needs for some nutrients

Calcium



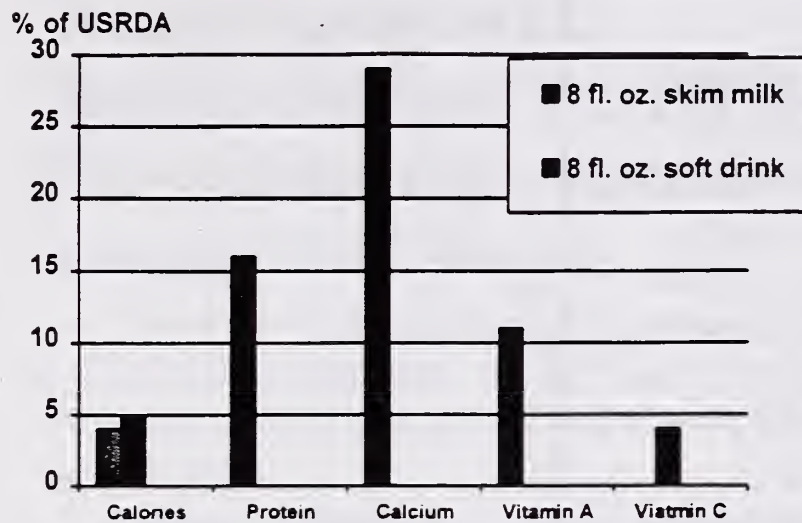
Calcium is an important mineral needed for healthy bones throughout life. Calcium is essential to the development of sufficient bone mass during the growing years. Prevention of osteoporosis in later years is critically dependent on calcium intake during adolescence and young adulthood. Nearly half of the adult skeletal mass is developed during adolescence.

Calcium is a nutrient that many Americans do not consume in adequate amounts. Half of all teenage girls and older women in the nation consumed only two-thirds of the recommended level of calcium. USDA's *School Nutrition Dietary Assessment* study reported that 15-18-year-old teenage girls consumed on the average only 80 percent of the RDA for calcium, and 11-to-14-year-old girls consumed only 87 percent. There is a common misconception that milk and dairy products

Notes

– the richest sources of dietary calcium – are fattening.

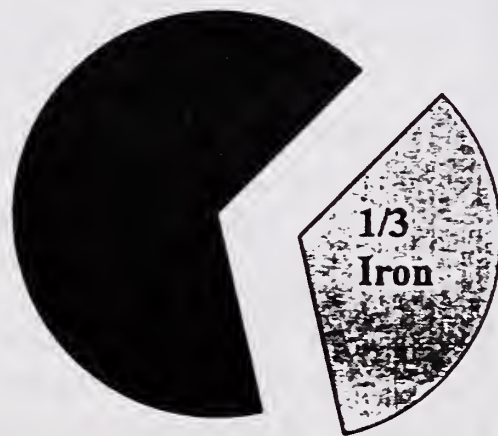
Notes



Nutrient Comparison

By selecting lowfat or fat-free dairy items and other lowfat calcium sources, children can obtain adequate calcium and keep fat intake from being too high.

Iron



Less than 1/3 of the RDA for iron is being consumed by 11-14-year-old girls participating in the school lunch program.

Iron is another nutrient that many children do not consume in adequate amounts. Iron is a critically important nutrient that functions in the red blood cells to carry oxygen. Iron-deficiency anemia directly impacts a child's readiness to learn. The symptoms of anemia include: apathy, listlessness, behavioral disturbances, shortened attention span,

hyperactivity and learning disorders³. Children and youth with anemia usually are less attentive and may fall further behind their classmates. Nutrition is clearly a significant factor in a child's short- and long-term readiness to learn.

According to USDA's *School Nutrition Dietary Assessment Study*, less than one-third of the RDA for iron is being consumed by 11-14-year-old girls participating in the school lunch program. Health professionals recommend that children get their iron through a variety of iron-rich foods such as lean meat, cooked dry beans and lentils, leafy green vegetables, whole grains and fortified cereals. Vitamin C-rich foods such as citrus fruits and strawberries should be eaten with foods high in iron to help improve iron absorption.

Menu Planning Tips for Variety:

Entrees

- Plan a different meat or meat alternate or a different combination of meat or meat alternates for each day in the week.
- Follow a plan for providing a good variety of meats and meat alternates in the main dishes.

Vegetables and Fruits

- Include raw or cooked vegetables in salads.
- Plan to use raw or cooked fruits in fruit cups and desserts.
- Use a different combination of two or more servings of vegetables and fruits each day. Include all forms of vegetables and fruits: fresh, canned, frozen, and dried.

Grains and Breads

- Plan to use a different kind of bread or bread alternate each day.
- Include a variety of enriched rice, macaroni, noodles and other pasta products.

Notes

³ National Education Association, *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action*, 1989.

- Offer school-made loaf breads or hot breads, such as rolls, sandwich buns, muffins, biscuits, or cornbread as often as possible.

Notes

Dietary Guideline #2: Balance the Food You Eat With Physical Activity – Maintain or Improve Your Weight

Children need enough food for proper growth and normal development. Calorie needs of children differ due to body size, growth spurts and physical activity level.

Obesity in childhood is a growing problem in our nation. The frequency of childhood obesity is difficult to measure, but estimates range that this problem occurs in 4-14 percent of the population from the age of birth to 9 years old. A poor diet and a sedentary lifestyle are the major contributors.

Advice for Children

Health professionals recommend that childhood obesity be prevented by increasing physical activity. Setting limits on television time and encouraging children to play actively in a safe environment are helpful approaches.

In addition, teaching children to eat grains, vegetables, fruits, as well as lowfat dairy and other protein-rich foods is recommended.

Although limiting fat intake may help to prevent excess weight gain in children, fat should not be restricted for children less than two years of age. Helping overweight children to achieve a healthy weight along with normal growth requires caution and the expertise of health professionals.

Menu Planning Tips To Maintain a Healthy Weight:

- Serve plenty of fruits and vegetables.
- Serve more pasta, rice, breads, and cereals without fats and sugars added in preparation.
- Serve less fat and fewer high-fat foods.

- Serve desserts and sweets in moderation.

Notes

Dietary Guideline #3: Choose a Diet With Plenty of Grain Products, Vegetables, and Fruits

Most of the calories in a diet should come from grain products, vegetables, and fruits. These foods provide vitamins, minerals, complex carbohydrates (starch and dietary fiber), and other substances that are important for good health. They are usually low in fat, depending on how they are prepared.

Dietary fiber is found only in plant foods like whole grain breads and cereals, beans and peas, and other vegetables and fruits. Because there are different types of fiber in foods, choosing a variety of foods is recommended. Eating foods with fiber is important for prevention of some cancers, proper bowel function, as well as lowering the risk of heart disease.

According to the 1989/90 Continuing Survey of Food Intake of Individuals by Human Nutrition Information Service, 35 percent of elementary school children did not eat fruit, and 25 percent of school children did not eat vegetables on the day of the survey.

The California State Department of Health Services' *California Dietary Practices Survey of Children, Ages 9-11 years* found that fewer than one in four children eat five servings of fruits and vegetables per day as recommended for good health. Only one-third of children know that five or more servings is the minimum requirement or remember trying any new fruit or vegetable lately.

Advice for Children

Fruits, vegetables, and grains provide a variety of vitamins and minerals essential for health. These foods are an excellent source of carotene (including those that form vitamin A), vitamin C, vitamin B6, folate and dietary fiber.

Fiber is a plant food component that exists in both soluble and insoluble forms. Researchers continue to study the role of fiber in healthy diets and its effects on decreased risks of chronic disease. We do know now that it is important to the healthy maintenance of the digestive tract. Some of the benefits associated with a high-fiber diet come from other components present in these foods, not just from fiber itself.

For this reason, fiber is best obtained from foods rather than supplements.

The antioxidant nutrients found in plant foods (vitamin C, carotene, vitamin E, and the mineral selenium) are presently of great interest to scientists and the public because of their potentially beneficial role in reducing the risk of cancer and certain other chronic diseases. Scientists are also trying to determine what other substances in plant foods protect against cancer. Childhood cancers are not currently linked to diet. However, habits such as smoking and poor diet contribute to major cancers that can occur in adulthood. Therefore, encouraging children to eat fresh fruits, vegetables, whole grain products, lowfat dairy foods, lean meats and dry beans is a very effective way to decrease risk for developing chronic health problems.

Menu Planning Tips for Increasing Grains, Vegetables, and Fruits

Side Dishes

- Offer vegetables higher in fiber such as cooked dry beans, broccoli, tomatoes, leafy greens, potatoes with skin, and carrots.
- Offer raw vegetable salads.
- Offer vegetarian baked beans.
- Offer whole or cut-up fresh fruits higher in fiber such as those with edible skins — apples, pears, nectarines, peaches — and those with edible seeds such as berries and bananas.

Notes

Grains

- Offer quick breads, muffins, crackers or cookies made with whole grains or whole grain flours (examples of whole grain flours are corn meal, wheat flour, oats, bulgur, brown rice, and barley).
- Serve a variety of pasta salads.
- Offer whole grain breads and cereals at breakfast and for snacks.

Notes

Dietary Guideline #4: Choose a Diet Low in Fat, Saturated Fat and Cholesterol

In general, health professionals believe that food habits established in childhood are important in the prevention of heart disease later in life. Health professionals recommend that risk of heart disease be reduced by decreasing the amount of total fat, saturated fats, and sodium in the diet.

Advice for Children

Changes to reduce the amount and type of fat in meals must be practical and acceptable. Children over the age of two years should gradually adopt a diet that, by about five years of age, contains no more than 30% of calories from fat. As they begin to consume fewer calories from fat, children should replace these calories by eating more grain products, fruits, vegetables, and lowfat dairy products and other protein-rich foods.

Menu Planning Tips for Lowering Fat:

Entrees

- Offer lean meats, fish, poultry, cooked dry beans, peas and lentils (i.e., mixed dishes).
- Choose entrees without added fat.

Side Dishes

- Offer reduced-fat or non-fat salad dressings.
- Balance higher fat foods in menus with items lower in fat. For example, offer baked french

fries or baked potatoes instead of deep fried french fries with chicken nuggets.

Grains

- Replace higher fat grain products such as croissants, doughnuts and sweet rolls with lower fat grain products such as bagels, English muffins and pita bread.
- Serve jam, jelly or honey instead of butter or margarine on breads and rolls.
- Increase the variety of lowfat grain products such as noodles, brown rice, barley and bulgur.

Milk Choices

- Encourage lowfat (2%,1%) and skim milk choices to help decrease the fat content of meals.

Dietary Guideline #5: Choose A Diet Moderate in Sugars

Advice for Children

Offer and use sugars in moderation. Use sparingly if your calorie needs are low. However, for very active children, once nutritional needs are met, sugar can be an extra source of energy. Two main reasons children should be offered sugars in moderation:

1. Sugar and high sugar foods supply calories but may be limited in nutrients like vitamins and minerals.
2. Frequent eating of foods high in sugars and starches as between-meal snacks may be more harmful to your teeth than eating them at meals and then brushing.

Sugar comes in many forms:

- Table sugar (sucrose)
- Brown sugar
- Raw sugar
- Glucose (dextrose)
- Fructose (fruit sugar)

Notes

- Maltose concentrate
- Lactose (milk sugar)
- Honey
- Syrups
- Corn sweetener
- High-fructose corn syrup
- Molasses
- Fruit Juice concentrates

Menu Planning Tips for Sugar:

- Use fruits packed in light syrup.
- Use healthy grain desserts.
- Use fresh or frozen fruit desserts.

Dietary Guideline #6: Choose a Diet Moderate in Salt and Sodium

Sodium and sodium chloride, known commonly as salt, occur naturally in foods, usually in small amounts. Most Americans eat more salt and sodium than they need. Most of this excess comes from processed foods rather than from salt added in cooking or at the table.

Advice for Children

When children learn to enjoy meals and snacks without excess salt, they might be protecting themselves from future health problems such as high blood pressure. Sodium is associated with high blood pressure. Some studies show that consuming less salt or sodium may lower the risk for high blood pressure in certain population groups.

Foods with added salt include cured and processed meats, cheeses, most snacks, ready-to-eat cereals, breads and bakery products, prepared frozen entrees and dinners, packaged mixes, canned soups and salad dressings.

Menu Planning Tips for Reducing Salt:

Entrees

- When serving ready-made foods such as soups, meats and main dishes, check the

Notes

⑥ Guided Practice

Activity – Healthy Menu Planning Checklist – Appendix A.

Distribute handouts to each group: Weekly lunch menus with Healthy Menu Planning Checklist, blank transparencies, markers.

Practice a day's menu together on a transparency. Use menu ideas from the Instructor's suggestions for this activity. There are no right or wrong answers, because there are a variety of ways to adjust menus.

Groups have 15 minutes to plan menus that apply the guidelines that are appropriate to their situation. They should choose at least two guidelines that apply, i.e., variety and fat or fruits and vegetables or sodium.

Complete the Healthy Menu Planning Checklist.

The group's reporter posts and describes menu ideas with the class. If time is limited, have groups discuss only one daily menu.

Remember, salt is an acquired taste.

sodium content and select those lower in sodium.

- Choose entrees which use herbs and spices.
- In preparing foods, use lower sodium products and review the recipe for ways to reduce sodium and use herbs and spices.

Side Dishes and Grains

- When serving salted snacks such as crackers, pretzels or nuts, offer them in smaller amounts.
- Serve smaller amounts of condiments such as mustard, catsup, relish and salad dressing.
- Offer salt-free seasonings as an alternative to the salt shaker.

Dietary Guideline #7: If You Drink Alcoholic Beverages, Do So in Moderation

Children and teens should not drink alcoholic beverages. Use of alcoholic beverages involves risks to health and other serious problems.

Support school programs promoting an alcohol and drug-free lifestyle. Use health fairs to promote these programs along with good eating habits. Work with others in the school and community to create an environment that supports alcohol and drug avoidance.

Putting It All Together

Simple changes, taken one at a time, can add up to a lifetime of better eating habits. The key is to make changes that are right for you and your customers. Here are some techniques that can help meal planners apply the Dietary Guidelines to their menus:

Notes

⑦ Individual Practice

Meal Quality Self-Assessment
Instrument for Child Nutrition
Programs: Nutritional Guidelines

Refer students to Appendix B to
complete the questionnaire on their
own time.

Putting it All Together

- Remember that children are the prime focus.
- Make gradual changes over time.
- Provide tasty and interesting food choices.
- Integrate the food service program with the entire school.

Slide 10

Putting it All Together

- Promote the program in the school and with parents in the community.
- Work closely with others to enlist their support.
- Set small goals and achieve them...success promotes success.

Slide 11

A healthy diet offers a variety of foods; includes fresh fruits, vegetables, and whole grains; is low in fat, saturated fat and cholesterol; and is moderate in salt and sugar. The most successful strategy for developing a healthy diet is to make small, gradual changes that consider balance, taste, and the mealtime environment.

Diet is important to health at all stages of life. However, during childhood a healthful diet should provide for the needs of growth, physical development, activity, athletics and cognitive performance. It is important to consider all needs, rather than focusing on a single issue.

We need to take another look at the foods we offer and help children make healthy food choices. This course, along with other training courses like Healthy Edge, Changing the Course, or Shaping Healthy Meals will provide helpful menu planning suggestions for applying the Dietary Guidelines in Child Nutrition programs. More information on these programs is listed in Appendix C.

Notes

⑧ Closure

Review section and competencies.

⑨ Back on the Job...

Menu planners need to remember the Dietary Guidelines for Americans and their application and importance to children as they plan menus to implement healthy school meals.

Appendix A: Activity

Your Healthy Menu Planning Checklist

Directions: Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check "✓" in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday
Eat a variety of foods.					
Balance the food you eat with physical activity – maintain or improve your weight.					
Choose a diet with plenty of grain products, vegetables and fruits.					
Choose a diet low in fat, saturated fat and cholesterol.					
Choose a diet moderate in sugars.					
Choose a diet moderate in salt and sodium					

Notes:

Menu #1

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Spaghetti with meat sauce		Beef nuggets with barbecue sauce		Hot dog, bun w/ mustard, pickles		Fried chicken		Pepperoni pizza	
Green salad with 1000 island dressing		Whole wheat roll		French fries		Mashed potatoes and gravy		Buttered canned green beans	
Cherry Cobbler		Buttered carrots		Orange wedges		Fruit salad with marshmallow dressing		Celery & peanut butter	
Whole Milk		Peaches		Whole milk		Roll		Applesauce	
		Whole milk				1% milk		Chocolate milk	

Appendix A: Activity

Your Healthy Menu Planning Checklist

Directions: Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check “✓” in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Eat a variety of foods.						
Balance the food you eat with physical activity – maintain or improve your weight.						
Choose a diet with plenty of grain products, vegetables and fruits.						
Choose a diet low in fat, saturated fat and cholesterol.						
Choose a diet moderate in sugars.						
Choose a diet moderate in salt and sodium.						

Menu #2

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Soft beef taco w/ salsa packet		Chicken nuggets w/ sweet & sour sauce		Hamburger, bun		Beef burrito		Fish nuggets	
Buttered canned corn		Roll		Potato rounds		Tossed green salad		Buttered white roll	
Lettuce & tomato		Green beans		Catsup, lettuce, tomato, pickle		Orange wedges		Veggie sticks & dip	
Glazed brownie		Pears		Chocolate chip cookie				Fruit cup	
Whole milk		Fruit yogurt 1% milk		Whole milk		Chocolate milk		2% milk	

Appendix A: Activity

Your Healthy Menu Planning Checklist

Directions: Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check “✓” in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Eat a variety of foods.						
Balance the food you eat with physical activity – maintain or improve your weight.						
Choose a diet with plenty of grain products, vegetables and fruits.						
Choose a diet low in fat, saturated fat and cholesterol.						
Choose a diet moderate in sugars.						
Choose a diet moderate in salt and sodium.						

Menu #3

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Pepperoni pizza		Hot dog, bun		Cheese nachos & refried beans		Turkey & gravy		Canned vegetable soup	
Apple wedges		French fries		Tossed salad		Mashed potatoes		Grilled cheese sandwich	
Tossed green salad		Baked beans		Pineapple		Roll		Peaches	
Whole milk		Whole milk		Whole milk		Holiday cookies		Ice cream	
						Whole milk		Whole milk	

Appendix A: Activity

Your Healthy Menu Planning Checklist

Directions: Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check "✓" in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Eat a variety of foods.						
Balance the food you eat with physical activity – maintain or improve your weight.						
Choose a diet with plenty of grain products, vegetables and fruits.						
Choose a diet low in fat, saturated fat and cholesterol.						
Choose a diet moderate in sugars.						
Choose a diet moderate in salt and sodium.						

Menu #4

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Corn dog		Beef chili		Barbeque chicken		Cheese nachos		Turkey hot dog	
Carrot coins		Celery sticks		Later tots		Tortilla chips		French fries w/ catsup	
Potato rounds		Cornbread & honey butter		Broccoli		Spanish rice		Vegetable dip	
Orange wedges		Pear crisp		Corn bread		Fresh fruit		Fresh strawberries	
Tapioca pudding w/ chocolate sauce		2% milk		Oatmeal raisin cookie		Whole milk		Whole milk	
2% chocolate milk				Whole milk					

Appendix A: Activity

Your Healthy Menu Planning Checklist

Directions: Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check "✓" in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Eat a variety of foods.						
Balance the food you eat with physical activity – maintain or improve your weight.						
Choose a diet with plenty of grain products, vegetables and fruits.						
Choose a diet low in fat, saturated fat and cholesterol.						
Choose a diet moderate in sugars.						
Choose a diet moderate in salt and sodium.						

Menu #5

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Chicken nuggets w/ barbeque sauce		Ham & American on croissant w/ shredded lettuce, mayonnaise		Ground beef chili		Beef taco in soft shell w/ lettuce, tomato, cheese		Beef & cheese nachos	
Deep fat French fries w/ catsup		Mexicali corn		Cornbread w/ butter		Fruit cup in light syrup		Mixed green salad w/ 1000 island dressing	
French bread w/ butter		Mixed canned fruit in light syrup		Apple cobbler		Whole milk		Green beans	
Peaches in light syrup		Whole milk		Whole milk				Cherry cobbler	
Whole milk								Whole milk	

Appendix A: Activity

Your Healthy Menu Planning Checklist

Directions: Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check “✓” in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Eat a variety of foods.						
Balance the food you eat with physical activity – maintain or improve your weight.						
Choose a diet with plenty of grain products, vegetables and fruits.						
Choose a diet low in fat, saturated fat and cholesterol.						
Choose a diet moderate in sugars.						
Choose a diet moderate in salt and sodium.						

Menu #6

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Hot dog w/ mustard, catsup		Spaghetti w/ meat sauce		Hamburger, bun w/ lettuce, tomato, pickle, mustard, catsup		Fried chicken		Pepperoni pizza	
Steamed carrots		French bread w/ butter		Mixed canned fruit salad		Mashed potatoes w/ gravy		Citrus fruit salad	
Pears in light syrup		Green beans		Orange juice		Roll		Trail mix	
Chocolate chip cookie		Green salad w/ Italian dressing		Cookie		Green beans		Applesauce	
Whole milk		Whole milk		Whole milk		Whole milk		Whole milk	

Appendix B: Meal Quality Self-Assessment Tool

Meal Quality Self-Assessment
Instructional School Nutrition
Program

Version 1.0

Meal Quality Self-Assessment Instrument for School Nutrition Programs

Nutritional Guidelines

THE UNIVERSITY OF CHICAGO
LIBRARY
1000 S. EAST ASIAN BLDG.
CHICAGO, ILL. 60607-7073
TEL: 773/936-7073

UNIVERSITY OF CHICAGO

Contents

	<i>Page</i>
Acknowledgments.....	iv
Introduction.....	1
Nutritional Guidelines.....	1
Suggested Ways to Use the Instrument.....	2
Directions for Responding to the Questions.....	2
Meal Quality Self-Assessment Instrument.....	3
Action Plan for Improving the Nutritional Quality of Meals.....	9



Publishing Information

This document, which was prepared by the Nutrition and Food Service Education Section, Child Nutrition and Food Distribution Division, California State Department of Education, was published by the Department, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720).

This document was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

Copyright, 1987, California State Department of Education

Any of the material contained in this publication may be reproduced for purposes of self-assessment, evaluation, or instruction as provided for in the Copyright Law of the United States. The sale or widespread distribution of the reproduced material is not permitted.

Copies of this publication are available for \$2 each, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

AN EQUAL OPPORTUNITY PROGRAM—The Nutrition Education and Training Program of the U.S. Department of Agriculture is available to all individuals regardless of race, color, national origin, religion, age, sex, or handicap. Persons who believe they have been denied equal opportunity for participation may write to the Secretary of Agriculture, Washington, DC 20250.

Acknowledgments

Appreciation is expressed to the following individuals who provided their expertise and shared their experience to make this publication useful.

Judy Anderson Nutrition Education and Training Specialist California State Department of Education	Jennifer Ekstedt Nutrition Education and Training Specialist California State Department of Education
Yvonne Arnall Director, Food Services North Sacramento Elementary School District	Sue Glenn Director, Food Services Washington Unified School District
Maria Balakshin, Director Child Nutrition and Food Distribution Division California State Department of Education	Lynette Haynes-Brown Nutrition Education and Training Specialist California State Department of Education
Jan Barnhouse Supervising Child Nutrition Consultant California State Department of Education	Ethel Hightower Director, Food Services Roseville City Elementary School District
Becky Bettencourt Director, Child Nutrition Services Gonzales Union High School District	Delois McDuffie Director, Food Services Sacramento City Unified School District
Bonita Branstrom Supervising Child Nutrition Consultant California State Department of Education	Vi Melohn Area Supervisor, Food Services San Juan Unified School District
Marilyn Briggs, Coordinator Nutrition and Food Service Education Section California State Department of Education	Lynn Nicolas Director, Food Services Davis Joint Unified School District
Geri Dee Director, Food Services Newhall Elementary School District	Caroline Roberts Child Nutrition Consultant California State Department of Education
Susan Eckard Supervisor, Food Services Marysville Joint Unified School District	Judy Schulz Nutritionist, Food Services San Juan Unified School District

Introduction

Children need guidance to acquire the knowledge and skills for making wise food choices that will contribute to their optimal physical and intellectual development. School nutrition programs have the opportunity to improve the dietary habits of children by reinforcing classroom nutrition education activities with a variety of nutritious, appealing foods available at mealtimes.

Periodically, the nutritional quality of the meals should be evaluated to assess whether the best possible choices are available for students. The "Meal Quality Self-Assessment Instrument" is a self-evaluation tool for use by directors, managers, and others involved in planning, preparing, and serving school meals. The instrument may be used to identify program strengths and weaknesses and to assist in developing a plan of action for improving the nutritional quality of meals.

Nutritional Guidelines

The "Meal Quality Self-Assessment Instrument" contains specific nutritional guidelines for use in evaluating the composition of school meals. The criteria for rating the nutritional quality of meals are based on the *Dietary Guidelines for Americans*¹ and the meal requirements of the U.S. Department of Agriculture, National School Lunch Program.² The questions on the instrument have been divided among the following four recommendations:

1. Provide a variety of nutritious foods.

2. Moderate fat, sugar, and salt in menus.
 3. Offer a variety of foods that are good sources of fiber.
 4. Increase offerings of foods that are good sources of vitamin A, vitamin C, and iron.
-

¹Developed jointly by U.S. Department of Agriculture and the U.S. Department of Health and Human Services in February, 1980.

²7 CFR Part 210.10: Requirements for Lunches.

Suggested Ways to Use the Instrument

The "Meal Quality Self-Assessment Instrument" may be used as a tool to:

1. *Evaluate school meal programs.* When the instrument has been completed, school personnel should be able to assess program strengths and weaknesses and identify areas that need change.
2. *Set objectives for program changes.* Objectives can be written to accomplish desired changes in the program. (See "Action Plan for Improving the Nutritional Quality of Meals" on page 9.)
3. *Provide training for staff.* The questions could serve as program guidelines or goals to be achieved.

4. *Plan menus that reflect the dietary guidelines.* The instrument can be used as a guide for modifying menus.
5. *Write specifications for processed foods.* The instrument may help to set standards for levels of fat, salt, or sugar desired in foods purchased from a processor.
6. *Promote the school meal program.* By sharing the instrument with school administrators, teachers, parents, and the community, the program director informs them of the goals of the program.
7. *Monitor progress.* The instrument can be used to evaluate progress in accomplishing the objectives for change.

Directions for Responding to the Questions

You may wish to copy the document and complete a separate instrument for primary, intermediate, and high school levels if food service operations differ among these grades.

Read each question and respond by checking *Frequently*, *Occasionally*, or *Rarely*. Questions that are checked *Frequently* indicate that your program is meeting the guidelines. Questions checked *Occasion-*

ally or *Rarely* may indicate where you should make improvements.

After completing the questions, develop an action plan for implementing program changes. Directions for writing an action plan follow the questions.

The Child Nutrition and Food Distribution Division's staff members are available to provide recommendations and assistance in implementing changes.

Nutritional Guidelines

Rarely

1. How often do you offer fresh fruits and/or vegetables?*
2. To increase food variety, how often do you offer multiple-choice menus to your students (such as two entrees or additional choices of fruits or vegetables)?
3. How often do you have special menus for holidays, theme days, and cultural or ethnic events?
4. How often do you offer a variety of food choices that allow students to adjust caloric intake?

5. How often do you substitute low-sugar dessert items, such as fruit, muffins, or quick breads, for high-sugar items, such as frosted cakes, cookies, or brownies?

6. How often do you adjust recipes to lower the sugar or honey content (or use recipes that already contain less sugar or honey)?
7. How often do you limit the use of salt by:
 - a. Removing salt shakers from lunchroom tables?
 - b. Modifying the amount of salt used in food preparation? (This procedure may not be appropriate for some baked goods.)
 - c. Enhancing flavors with spices and herbs, such as dried basil, thyme, parsley, or oregano, instead of with salt?
 - d. Controlling the use of condiments such as mustard, catsup, and relish?
 - e. Using seasoning mixes that are lower in salt?

8. How often do you serve canned fruits packed in light syrup, fruit juice, or water rather than canned fruits packed in heavy syrup?

9. How often have you reduced the number of times you serve high-salt, high-fat processed foods, such as french fries, frankfurters, corn dogs, cold cuts, potato chips, other chips, and fried chicken or fish portions or nuggets?

10. How often do you reduce the amounts of fatty foods used in food preparation by:

- a. Reducing or eliminating butter or margarine added to vegetables?

*Frequently**Occasionally**Rarely*

- b. Using cooking techniques such as baking, broiling, and steaming rather than frying and deep fat frying? _____
- c. Serving lean meat, poultry, or fish without additional fat or breading? _____
- d. Increasing the use of dried beans and peas as alternatives to meat? _____
- e. Substituting a low-fat cheese, such as ricotta, farmer, cottage, or mozzarella, for part of the cheese called for in a recipe? _____

Offer a Variety of Foods That Are Good Sources of Fiber. .

- 11. How often do you serve whole-grain breads or cereals, such as bulgur, rolled oats, or rolled wheat? _____
- 12. How often do you adjust recipes and/or plan menus to improve their fiber content? (Refer to Chart 1.) _____

Increase Offerings of Foods That Are Good Sources of Vitamin A, Vitamin C, and Iron.

- 13. Do you serve foods that are good sources of vitamin A, such as carrots, tomatoes, or sweet potatoes, at least twice a week? (For additional examples, refer to Chart 2.) _____
- 14. Do you serve foods that are good sources of vitamin C, such as oranges, broccoli, or cabbage, two to three times per week? (For additional examples, refer to Chart 2.) _____
- 15. How often does each lunch include foods that are good sources of iron, such as dried fruits, enriched or whole-grain breads, dried beans, or turkey? (For additional examples, refer to Chart 2.) _____

*All questions refer to the reimbursable lunch.

This instrument also may be used to evaluate your a la carte offerings.

Chart 1

Foods That Are Good Sources of Fiber

Fiber is a necessary part of our daily diet. The addition of the following foods to the lunch menu should help to increase the fiber content of school lunches.*

Whole-Grain Breads and Cereals

Breads and rolls made with bulgur,
cornmeal, or whole-wheat flour
Rolled oats, rolled wheat

Legumes and Nuts

Almonds	Peanuts
Kidney beans	Pinto beans
Lentils	

Fruits

Apples	Oranges
Bananas	Prunes
Blueberries	Raisins
Grapefruit	Strawberries

Vegetables

Broccoli	Green beans
Cabbage	Green peas
Carrots	Parsnips
Cauliflower	Potatoes
Corn	

*Adapted from *Diet, Nutrition, and Cancer Prevention: A Guide to Food Choices*. NIH Publication No. 85-2711. Washington, D.C.: U.S. Department of Health and Human Services, Public Health Service, National Institutes of Health, 1984.

Chart 2

Foods for School Lunches and Breakfasts

Vegetables and fruits			Foods for iron ⁵
Include a VITAMIN A vegetable or fruit at least twice a week ¹ *	Include a VITAMIN C vegetable or fruit at least two or three times a week ²	Include these vegetables and fruits as needed	
<p>1/2-cup serving (about 1500 or more international units of vit. A)</p> <p>Beet greens Carrots Chard, swiss Chili peppers, red³ Collards³ Cress, garden³ Dandelion greens³ Kale³ Mangoes³ Mixed vegetables Mustard greens³ Peas and carrots (canned or frozen) Peppers, sweet red³ Pumpkin Spinach³ Squash, winter (acorn, butternut, Hubbard) Sweet potatoes³ Turnip greens³</p> <p>1/2-cup serving (about 750-1500 international units of vit. A)</p> <p>Apricots Broccoli³ Cantaloupe³ Chicory greens Papayas³ Purple plums (canned)</p> <p>1/2-cup serving (about 750-1500 international units of vit. A)</p> <p>Asparagus, green³ Cherries, red sour Chili peppers, green (fresh)³ Endive, curly Escarole Nectarines Peaches (except canned) Prunes Tomatoes³ Tomato juice or reconstituted paste or puree³</p>	<p>1/2-cup serving (about 25 milligrams or more of vit. C)</p> <p>Acerola Broccoli⁴ Brussels sprouts Chili peppers, red⁴ and green Guavas Orange juice Oranges Papayas⁴ Peppers, sweet red⁴ and green</p> <p>1/2-cup serving (about 15-25 milligrams of vit. C)</p> <p>Cauliflower Collards⁴ Cress, garden⁴ Grapefruit Grapefruit juice Grapefruit-orange juice Kale⁴ Kohlrabi Kumquats Mangoes⁴ Mustard greens⁴ Pineapple juice (canned — vitamin C restored) Strawberries Tangerine juice Tangerines</p> <p>1/2-cup serving (about 8-15 milligrams of vit. C)</p> <p>Asparagus Cabbage Cantaloupe⁴ Dandelion greens⁴ Honeydew melon Okra Potatoes (baked, boiled, or steamed) Potatoes (reconstituted instant mashed — vitamin C restored) Raspberries, red Rutabagas Sauerkraut Spinach⁴ Sweet potatoes⁴ (except those canned in syrup) Tangelos Tomatoes Tomato juice or reconstituted paste or puree Turnip greens Turnips</p>	<p>Apples Applesauce Avocados Bananas Beans, green or wax Beans, lima, green Bean sprouts Beets Berries (black, blue, etc.) Celery Chinese cabbage Corn Cranberries Cranberry sauce Cucumbers Dates Eggplant Figs Fruit cocktail Fruits for salads Grapes Lettuce Mushrooms Olives Onions Parsley Parsnips Peaches (canned) Pears Peas and carrots (canned) Cowpeas, immature seed Pimientos Pineapple Plums Potatoes (mashed, fried, etc.) Radishes Raisins Rhubarb Squash, summer Watercress Watermelon Fruit juices (apple, grape, pineapple, etc.)</p>	<p>Meat and Meat Alternate Dry beans and peas Eggs Meats in general especially liver and other organ meats Peanut butter Shellfish Turkey</p> <p>Vegetables and Fruits Apricots (canned) Asparagus (canned) Beans—green, wax, lima (canned) Bean sprouts Beets (canned) Broccoli Brussels sprouts Cherries (canned) Dried fruits—apples, apricots, dates, figs, peaches, prunes, raisins Grapes (canned) Parsnips Peas, green Potatoes (canned) Sauerkraut (canned) Squash (winter) Sweet potatoes Tomatoes (canned) Tomato juice, paste, puree, sauce Vegetables: Dark green leafy—beet greens, chard, collards, kale, mustard greens, spinach, turnip greens Vegetable juice (canned)</p> <p>Bread and Bread Alternates All enriched or whole-grain bread and bread alternates</p>

Source: USDA Menu Planning Guide, December, 1983, pages 10-11.

Source: USDA Menu Planning Guide, December, 1983, pages 10-11.

*Footnotes are on reverse.

Chart 2, continued

***Vitamin A Vegetables and Fruits.** The vegetables and fruits listed below will supply at least 750 International Units of vitamin A per 1/4- or 1/2-cup serving. When these vegetables and fruits are served at least twice a week in recommended amounts along with a variety of additional vegetables and fruits used to meet the vegetable and fruit requirement, the vitamin A content of the lunch will generally meet one-third of the Recommended Dietary Allowance for each age/grade group.

***Vitamin C Vegetables and Fruits.** The vegetables and fruits listed below will supply about 8 milligrams or more vitamin C (ascorbic acid) per 1/4-cup serving. When these vegetables and fruits are served at least two or three times a week in recommended amounts along with a variety of additional vegetables and fruits to meet the vegetable and fruit requirement, the vitamin C content of the lunch will generally meet one-third of the Recommended Dietary Allowance for each age/grade group.

*See listing of vitamin C foods.

*See listing of vitamin A foods.

***Foods for Iron.** Because of the way iron is distributed among many foods (meats, vegetables and fruits, and breads), it is recommended that each lunch include several foods that are worthwhile sources of iron in sufficient quantities for the age/grade group served. The list of foods for iron includes meat and meat alternate foods that supply at least 1.0 milligram of iron per 2-ounce serving of meat or alternate, breads and other foods that supply 0.6 milligram of iron per serving, and fruits and vegetables that provide at least 0.3 milligram of iron per 1/4-cup serving.

The extent the body can make use of the iron in foods depends not only on the amount of iron in foods, but on the source of iron—whether it comes from a meat or a nonmeat source—and on the other foods that are eaten in the meal. The body can make better use of the iron in these foods if they are eaten in the same meal as a good source of vitamin C or along with meat.

Example of an Action Plan for Improving the Nutritional Quality of Meals

Directions:

Column 1: Refer to the "Meal Quality Self-Assessment Instrument" and identify problem areas within each guideline. Develop objectives and target dates to correct identified problems. Questions checked *Occasionally* or *Rarely* indicate that there may be areas where changes could be made. *Column 2:* Develop specific change activities for each objective to improve meal quality. *Column 3:* Identify person(s) responsible for implementing each activity listed in Column 2. *Column 4:* Set time lines for achieving each activity. *Column 5:* State proof of achievement for each activity.

Example: The columns below contain an example of how to write an action plan. Use this example as a model for developing your action plan.

<i>Change objectives</i> (1)	<i>Change activities</i> (2)	<i>Responsible person</i> (3)	<i>Time line</i> (4)	<i>Verification</i> (5)
Increase use of dried beans and peas as an alternate to meat to reduce fat in meals by September, 1988.	Review menus to identify areas for modification. Modify recipes to use beans or peas as substitutes for meat. Contact vendors for products that use beans as an ingredient. Establish student taste panels to evaluate modified recipes and new products. Place new foods or products on menus.	Director and site managers Site managers and school site staff Director Director Director	October manager's meeting (10/7/87) To be completed by the end of March, 1988 To be completed by the end of March, 1988 Monthly YAC meetings, November through April, 1988 Beginning of school year, September, 1988	Meeting agenda on file Modified recipes on file Copies of product specifications on file Evaluation results on file Menus on file

Action Plan for Improving the Nutritional Quality of Meals

Directions:

Column 1: Refer to the "Meal Quality Self-Assessment Instrument" and identify problem areas within each guideline. Develop objectives and target dates to correct identified problems. Questions checked *Occasionally* or *Rarely* indicate that there may be areas where changes could be made. *Column 2:* Develop specific change activities for each objective to improve meal quality. *Column 3:* Identify person(s) responsible for implementing each activity listed in Column 2. *Column 4:* Set time lines for achieving each activity. *Column 5:* State proof of achievement for each activity.

<i>Change objectives (1)</i>	<i>Change activities (2)</i>	<i>Responsible person (3)</i>	<i>Time line (4)</i>	<i>Verification (5)</i>

Appendix C: Health Resources

California Daily Food Guide: Dietary Guidance for Californians, A Technical Report for Professionals, 1990

A specific California publication that provides practical information which can be used in making food decisions. *The California Daily Food Guide* combines and unifies the recommendations of nearly a dozen different reports from national health authorities. Available from California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271. Cost \$4.75.

Building for the Future: Nutrition Guidance for the Child Nutrition Programs

A USDA publication that provides practical guidance to help child nutrition professionals deliver sound nutrition to America's children. It also provides information for others in the education community who are interested in nutrition, including: teachers, parents, administrators, school board members, school health personnel and children who participate in the school lunch/breakfast programs. The pamphlet contains practical suggestions on implementing the Dietary Guidelines, nutrition quizzes, dietary fat chart, advice on feeding children in child care and sources for more health and nutrition information. Available from USDA, FNS, 3101 Park Center Drive, Alexandria, VA 22302.

Meal Quality Self-Assessment Instrument for Child Nutrition Programs: Nutritional Guidelines

A self-assessment tool to determine strategies to improve the nutritional quality of meals. Available from California Dept. of Education, P.O. Box 271, Sacramento CA 95812-0271. Cost \$2.25.

Healthy People 2000

National Health Promotion and Disease Prevention Objectives. U. S. Dept. of Health and Human Services, Public Health Service, Washington D.C., 1990.

States in section 2.17: "Increase to at least 90 percent the proportion of school lunch and breakfast services and childcare food services with menus that are consistent with the nutrition principles in the Dietary Guidelines for Americans." Available by mail from Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. Cost: Summary Report \$9.00. Full Report \$31.00.

Healthy E.D.G.E.

A 10-hour formal training course developed by the American School Food Service Association with funding by the Department of Health and Human Services. It emphasizes the Dietary Guidelines and their implementation in Child Nutrition Programs. Available from ASFSA Emporium: (800) 728-0728. Cost \$30.00.

Changing the Course

A program developed by the American Cancer Society. Available to schools for use in implementing changes to reduce fat and sodium and increase fruits, vegetables and fiber in meals from local ACS chapter. See address list.

Appendix D: ADA Dietary Guidance for Healthy Children

Journal of the American Dietetic Association

March 1995 Volume 95 Number 3

ADA REPORTS

Timely Statement of the American Dietetic Association: Dietary guidance for healthy children

It has long been recognized that nutrition is key to optimal growth and development for children. The first priority of any dietary guidance for healthy children is to emphasize the attainment of adequate nutrients for growth and development. A second priority is to focus on the role of diet and disease prevention, which is critical to creating a healthier America. Much debate continues on the appropriateness of the US Dietary Guidelines for Americans (1) for children because of the concern that their strict application may limit nutrient intake and result in failure to achieve optimal growth and development. Therefore, The American Dietetic Association (ADA) supports exploration into the development of specific dietary guidelines for healthy children.

Diets for healthy children that provide adequate energy and nutrients to support normal growth should include a variety of foods from each of the major food groups (as illustrated by the Food Guide Pyramid [2]). Food choices in a total diet should not be restricted because of the calorie, fat, or sugar content of any one food. Children should be encouraged to consume a wide variety of foods in moderate amounts, to participate in regularly planned physical activity, and to adopt other healthful lifestyle habits that will continue into adulthood. The key messages of variety, moderation, and balance in food choices and the importance of regular physical activity to health must be promoted to healthy children and their caregivers.

Because each child has a unique genetic heritage, ADA further recognizes that individual intervention may be necessary in specific situations, such as for children with cardiovascular disease risk factors or obesity. These children would benefit from early nutrition intervention to reduce the risk of chronic disease later in life. Guidance from dietetics professionals would help ensure adequate nutrition, while addressing ways to modify eating and activity patterns.

ADA acknowledges its support of the US Dietary Guidelines for Americans in child nutrition programs such as the National School Lunch Program (3-7). However, ADA believes this advice requires further clarification to meet the unique needs of children. A key issue that ADA has addressed in testimony on dietary guidelines for child nutrition programs is that in improving the health and well-being of children, emphasis should be placed on improved nutritional quality using the principles of balance, variety, and moderation. ADA continues to stress that the application of the Dietary Guidelines in school meals should be applied over time, that is, incorporated in a 1-week menu, not for individual foods or a single day's intake, and that an adequate amount of calories and nutrients must be provided for children.

In summary, ADA supports exploration into the development of specific dietary guidelines for healthy children that would address children's unique needs for growth and development and support health promotion and disease prevention. In support of the concept of dietary guidelines for healthy children, ADA recommends that health care providers and policy makers seek enhancements in the following areas:

- research to answer questions about long-term effects on growth, development, disease prevention, and nutritional adequacy of diets of children and adolescents at various levels of fat intake;
- advocacy for children's health by ensuring that dietary guidelines are applied as intended as guidelines for choosing a healthful diet;
- education of children and their caregivers about the development of food habits that support growth, development, and positive attitudes toward food; and
- awareness by the public about the role that adequate nutrition plays in ensuring adequate growth and development of children and disease prevention.

References

Nutrition and Your Health: Dietary Guidelines for Americans. 3rd ed. Washington, DC: US Depts. of Agriculture and Health and Human Services; 1990. Home and Garden Bulletin No. 232.

Food Guide Pyramid: A Guide to Daily Food Choices. Washington, DC: US Dept. of Agriculture, Human Nutrition Information Service; 1992. Home and Garden Bulletin No. 252.

The American Dietetic Association. Recommendations to improve the nutrition quality of National School Feeding Programs. Testimony of ADA to the US Department of Agriculture; December 7, 1993; Washington, DC.

The American Dietetic Association. Child Nutrition Reauthorization Testimony of ADA to the Senate Agriculture, Nutrition and Forestry Committee; May 16, 1994; Washington, DC.

The American Dietetic Association. ADA's comments on the proposed rule regarding the National School Lunch Program and School Breakfast: Nutrition Objectives for School Meals. Testimony of ADA to the US Department of Agriculture; September 7, 1994; Washington, DC.

Position of The American Dietetic Association competitive foods in schools J Am. Diet Assoc. 1991;91:1123-1125.

Position of the American Dietetic Association: child nutrition services. J AM Diet Assoc. 1993;93:334-336.

The Timely Statement was approved by the ADA Board of Directors on January 6, 1995. The American Dietetic Association authorizes republication of this Timely Statement, in its entirety, provided full and proper credit given.

Recognition is given to the following for their contributions: Author: Marilyn T. Fogac, MS RD. Reviewers: Pediatric Nutrition dietetic practice group (Rachel Johnson, PhD, RD; Mary Story PhD, RD); Public Health Nutrition dietetic practice group (Elvira Jarka, MPH, RD; Margaret Olmstead-Schafer, MS LRD); School Nutrition Services dietetic practice group (Donna Gibson, MS, RD; Sue Greig, MS, RD).

Appendix E: Instructor Outline

Lesson 4: Dietary Guidelines as Applied to Children

Lesson Time

Approximately 1 hour

Equipment

- ✓ Slide projector
- ✓ 2 screens
- ✓ Overhead projector

Materials

- ✓ Slides
- ✓ Activity – Appendix A: Your Healthy Menu Planning Checklist
- ✓ Activity – Appendix B: Meal Quality Self-Assessment Tool
- ✓ Blank overhead transparency sheets (6 sheets)
- ✓ Transparency pens
- ✓ Transparencies:
 - T-1 Cartoon: Dennis the Menace
 - T-2 Cartoon: The Family Circus
 - T-3 Activity – Appendix A: Your Healthy Menu Planning Checklist

Lesson Plan Outline:

1. Interest Building Strategy /Set

a) Ask students to stand up if they answer yes to the following questions:

- i) Did you eat 6 servings of bread yesterday?
- ii) Who ate 3 whole grains yesterday?
- iii) Did you consume 2 servings of milk or dairy foods?
- iv) Did you eat 5 servings of fruits and vegetables?
- v) Did you walk or exercise for 30 minutes yesterday?

Well, I see at least a few of you are fully implementing the Dietary Guidelines in your personal lives. We would like to get more children eating healthy school meals and implementing the Dietary Guidelines in their lives.

2. Review Competencies

3. Purpose

- a) You will be reviewing the revised 1995 Dietary Guidelines and how they apply to school meals. The Guidelines provide specific, practical tips for menu planning in Child Nutrition Programs. One, two, or all of the guidelines may apply to your situation. By choosing only one or two of the guidelines, you can make menu changes gradually. By starting slowly, keeping the changes simple, and introducing new items with popular menu items, you will find applying the Dietary Guidelines easy.

4. Transfer

- a) Show the Dennis the Menace cartoon.
- i) Eating is one of life's great pleasures from birth to adulthood, and we can help to influence children's food choices. Parents can control the type of food infants eat, but not the amount. Babies will only eat the amount they need. As children get older and strive for independence, they are influenced more by media, peers and meals served at school.
- b) Eating habits and food preferences are formed in the early years of childhood and continue into adulthood. That is why it is so important to influence children to make healthy food choices during childhood. ***The School Meals Initiative For Healthy Children*** will provide children with school meals that meet the Dietary Guidelines.

5. Instructions

- a) Discuss influences on children's nutritional behaviors - parents, media, peers, and school meals.

- b) Activity – Discuss with a partner two ways to positively influence a child's eating habits.
- c) Review the Dietary Guidelines changes: 1990 edition vs. 1995 edition.
- d) Activity – “Jigsaw Cooperative Learning”
 - i) Divide the class into groups of 6.
 - ii) Review the principles of cooperative learning:
 - a) Positive interdependence
 - b) Individual accountability
 - c) Collaborative skills
 - iii) Review the Jigsaw procedure.
 - a) Cover a large body of information by dividing the content into sections.
 - b) Each member of a group is responsible for a section that is unique and different.
 - c) The first group formed is the “home” group.
 - d) The second group is the “expert” group where the material will be studied in depth.
 - e) Experts return to their home group to teach the information they have learned.
 - iv) The home group is responsible for knowing the entire content and will demonstrate this knowledge.
 - v) Number off in the home groups from 1 to 6.
 - vi) Separate into another set of groups by number.
 - vii) Individual students read the topic information for their group.
 - a) Eat a variety of foods.
 - b) Balance the food you eat with physical activity – maintain or improve your weight.
 - c) Choose a diet with plenty of grain products, fruits, and vegetables.
 - d) Choose a diet low in fat, saturated fat and cholesterol.
 - e) Choose a diet moderate in sugars.
 - f) Choose a diet moderate in salt and sodium.

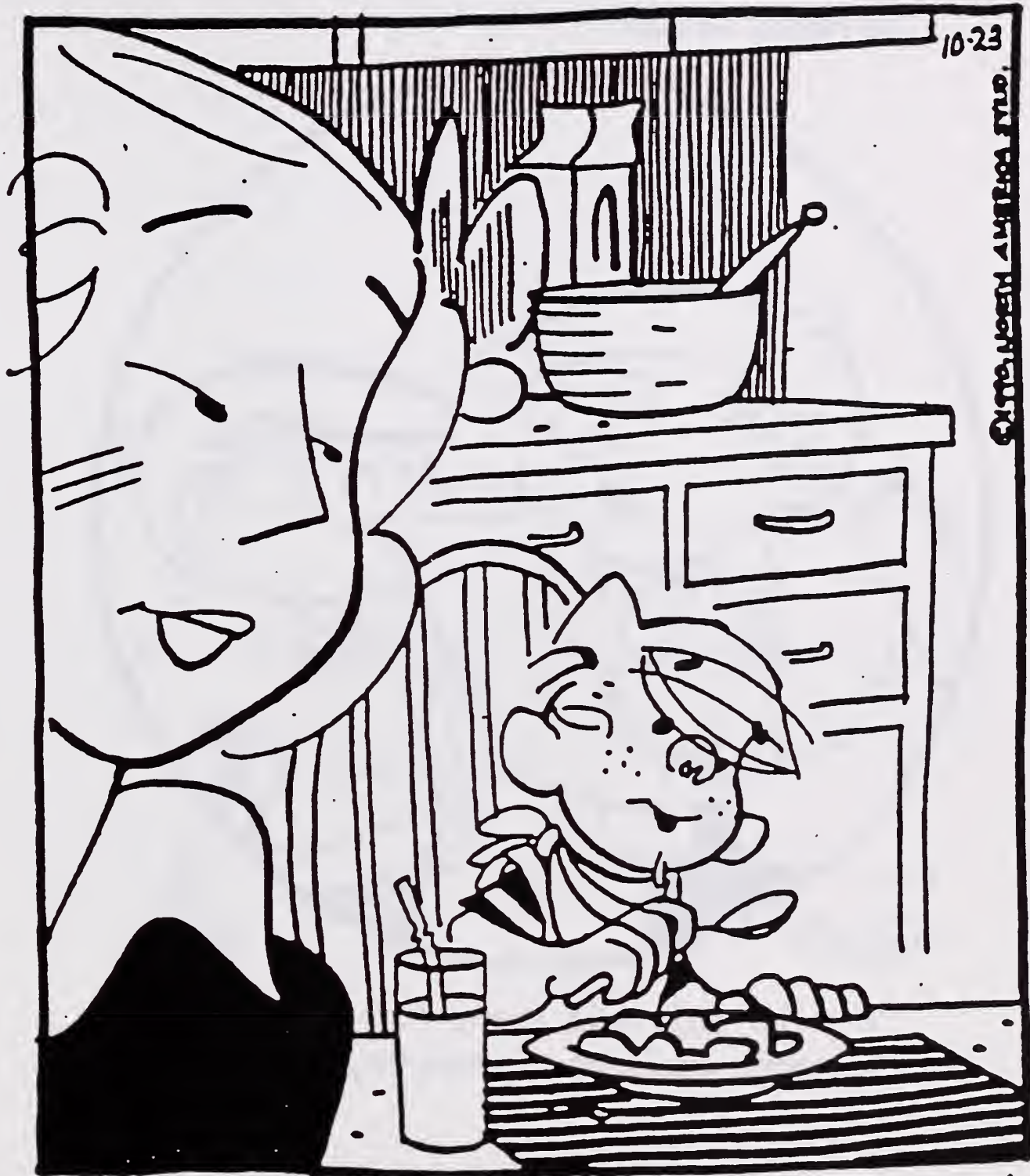
6. Guided Practice

- a) Activity: “Healthy Menu Planning Checklist”
 - i) Distribute handouts to each group:

- a) One weekly lunch menu to each group
 - b) Blank transparencies
 - c) Transparency pen
 - ii) Instructor leads whole group through a day's menu together on a transparency. Use menu ideas from Instructor's suggestions. There are no right or wrong answers because there are a variety of ways to adjust menus.
 - iii) Groups have 15 minutes to plan menus that apply the guidelines that are appropriate for their situation. They should choose and check off at least two guidelines to apply, i.e., variety and fat or fruits and vegetables and sodium.
 - iv) The group's reporter posts and describes menu ideas with the class. If time is limited, have group discuss only one daily menu.
7. Individual Practice
- a) "Meal Quality Self-Assessment Instrument for Child Nutrition Programs: Nutritional Guidelines." Refer to Appendix B: Meal Quality Self-Assessment Instrument for Child Nutrition Programs, for students to complete on their own time.
8. Closure
- a) Review Putting It All Together section of lesson.
 - b) Review competencies.
9. Back on the Job...
- a) Menu planners need to remember the Dietary Guidelines for Americans and their application and importance to children as they plan menus to implement healthy school meals.
10. Appendices
- a) Appendix A: Your Healthy Menu Planning Checklist
 - b) Appendix B: Meal Quality Self-Assessment Instrument for Child Nutrition Programs
 - c) Appendix C: Health Resources
 - d) Appendix D: American Dietetic Association – Dietary Guidance for Healthy Children
 - e) Appendix E: Instructor Outline

T-1

DENNIS THE MENACE



"THIS STUFF TASTES GREAT, MOM!
ARE YA SURE IT'S GOOD FOR ME?"

Dennis the Menace ® used by permission of Hank Ketcham
and © by North America Syndicate.

The Family Circus



2-12

Copyright 1982
The Register and Tribune
Syndicate, Inc.

"It's the cafeteria menu for next week.
Thursday would be a good day to be sick."

University of Pennsylvania

College of Arts and Sciences

Department of Biology

Course: Biology 101

Students are required to complete a lab report for each lab session. The lab report should include a title, introduction, materials, methods, results, and discussion. The lab report should be typed and double-spaced.

The lab report should be submitted to the instructor at the end of the lab session. The lab report should be graded by the instructor.

The lab report should be submitted to the instructor at the end of the lab session. The lab report should be graded by the instructor.



Lesson 5: Standardized Recipes and Preparation Techniques

Competencies

Participants will be able to:

1. Identify the benefits to using standardized recipes in NuMenus and Food Based Menus.
2. Identify five culinary skills that increase nutrient retention.
3. Name two food preparation methods that reduce the fat and saturated fat content.



Lesson 5: Standardized Recipes and Preparation Techniques

Introduction

Lesson 5

Standardized Recipes and Preparation Techniques

Slide 1

Overview

Your food service operation may just heat prepared food or you may prepare food from "scratch" or a little of both. In any case you will need both standardized recipes and preparation techniques that apply culinary skills to achieve the USDA *School Meals Initiative for Healthy Children* nutrition goals. Over the past few years, you may have already learned and applied new culinary skills that increase nutrient retention and reduce fat and saturated fat.

As with all changes, make these changes in recipes and preparation techniques gradually so that over time you can successfully implement healthy culinary skills. Try the ones that will work in your situation and which you think your customers will accept. In doing this, you may achieve a significant difference in the nutrient content of your menus.

Notes

① Interest Building Strategy/Set

Have T-1 cartoon on screen as lesson opens.

Activity: Gossip

Play "Gossip" to show what can happen to a recipe as it is passed verbally. Divide the class into groups of five. Distribute "Gossip" with recipes.

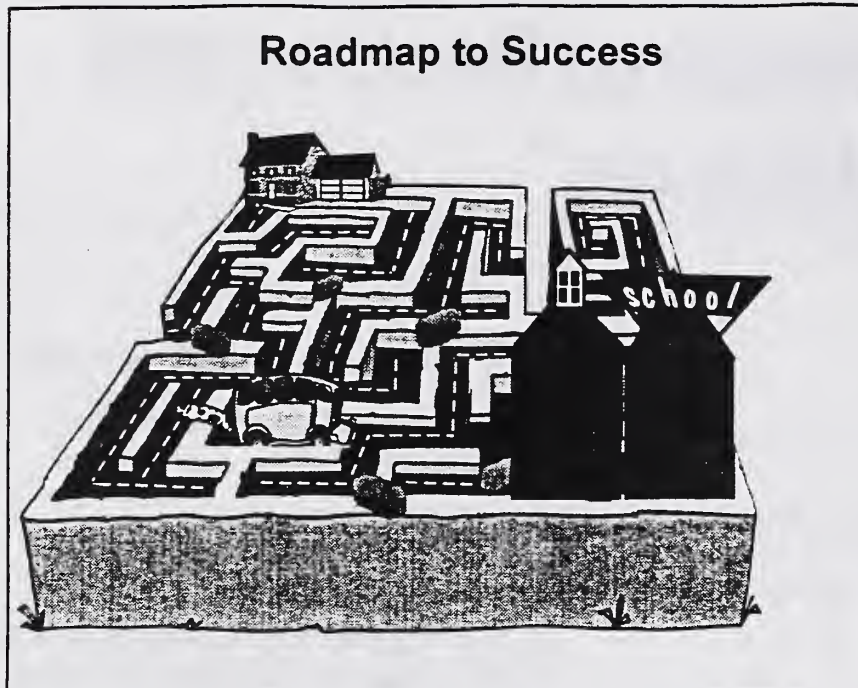
The person with the recipe passes it verbally and secretly to the next person and so on. The last person writes it on a blank overhead transparency sheet. Someone from each group reports the recipe changes.

Set the Scene: The CNP director just found a great new recipe. She calls her field supervisor into the office to tell her the recipe. The field supervisor calls the manager at the central kitchen to give him the recipe. The manager tells the head cook the new recipe. She repeats it to her assistant who writes it down and then prepares the recipe.

② Review Competencies

③ Purpose

Our goal is to provide school meals that meet the Healthy School Meals nutritional goals. To help us achieve this goal, we need to standardize our recipes and preparation techniques. The purpose of this lesson is to learn why standardized recipes must be used in NuMenus and Assisted NuMenus and are essential for good food production.



Slide 2

Standardized Recipes

Standardized recipes are an important part of any well-managed food service program. However, in NuMenus and Assisted NuMenus they are required because they produce an accurate and valid nutrient analysis. In Food Based Menus they are essential to ensure that the planned serving sizes of food items are provided to students.

Definition

A standardized recipe is one that has been tested and adapted for use by a given food service operation and found to produce the same good results and yield every time when the exact procedures are used with the same type of equipment, and the same quantity and quality of ingredients.

Notes

④ Transfer

Using standardized recipes is like using a map. First you need to know what your destination is (what the product will be). If you know where you want to end up, then you can find a map (recipe) that will take you there. If you follow the map, or recipe, you can start out with confidence, knowing that you will end up where you intended and not somewhere else. (Present slide showing map with a school bus heading to a school.)

Activity – Quiz

Have participants select a partner. Each shares a reason why standardized recipes must be used in NuMenus and are recommended for Food Based Menus.

For Better or For Worse¹

by Lynn Johnston

Notes



Benefits

Benefits

- Quality control
- Portion and yield control
- Cost control
- Creativity
- Accurate nutrient analysis

Slide 3

Standardized recipes offer many advantages for school food service. In today's school lunch programs "trial and error" is too risky. Controlling program costs is critical. In addition, students demand high quality foods. Using standardized recipes and avoiding a "pinch of this and a pinch of that" will help put you on the road to success.

Ensure Product Quality

Provide consistently high quality food items that have been thoroughly tested and evaluated.

Know Projected Portions and Yield

Accurately predict the number of portions from each recipe. This will help to eliminate excessive amounts of leftovers and substitutions.

Improve Cost Control

Provide better management of purchasing and storage because standardized recipes specify exact amount of ingredients.

Show T-2: For Better or For Worse.

We hope you will cook with standardized recipes, not like the character, "grams".

⑤ Instruction

To encourage participant involvement, suggest guided note taking (80/20 rule). (20% of what we learn we use 80% of the time.) Pick out the 20% of this lesson you will use 80% of the time and make notes about it in the space provided.

¹ For Better or Worse © 1993 Lynn Johnston Prod., Inc. Reprinted with permission of Universal Press Syndicate. All rights reserved.

Support Creativity

Using standardized recipes supports creativity in cooking. Employees should be encouraged to continuously improve recipes. As part of recipe development, a recipe should be prepared in smaller quantities for student taste testing, and then tested again in larger quantities to standardize the results. See USDA's *A Tool Kit For Healthy School Meals*.

Chicken Stir Fry from USDA's
Tool Kit For Healthy School Meals

Slide 4

Ensure Accuracy

For an accurate nutrient analysis, the changes in a modified recipe must be sent to the menu planner to be added to the local database.

Modifying Recipes for Healthy School Meals

Preparing school meals that are more nutritious means identifying ingredients such as salt, fat, and fiber and then modifying ingredients or changing cooking techniques to reduce the salt and fat, and increase the whole grains in recipes.

Steps to Successful Recipe Modifications

Steps to Successful Recipe Modifications:

- Collect favorite recipes.
- Start by making 25 portions of a recipe.
- Change one ingredient at a time.
- Follow ingredients exactly except those to change.

Slide 5

- Collect your **customer's favorite** recipes (student surveys and meal participation records can identify favorites): evaluate them to determine which contain a large amount of fat, salt, or are low in fiber. Start

Notes

with these popular recipes to make the greatest impact on student consumption.

- When you make changes in recipes, start by preparing **25 portions** of a recipe.
- Only change or alter **one ingredient** at a time.
- Follow all ingredients **exactly** except for those you wish to change.

Steps to Successful Recipe Modifications:

- Record clear descriptions.
- Reduce ingredients in increments of 1/4 to 1/2 cup.
- Follow instructions closely and record any changes.
- Instruct food service staff.
- Conduct a student taste test.

Slide 6

- Record **clear** descriptions of foods substituted in exact amounts.
- If reducing an ingredient, do it in increments of 1/4 to 1/2 cup at a time.
- Follow preparation instructions closely and record changes.
- Instruct food service staff about **how** and **why** recipes have been modified.
- Conduct a student **taste test** for customer acceptance.

Steps to Successful Recipe Modifications:

Characteristics to keep in mind when evaluating

- Appearance
- Consistency or texture
- Flavor
- Tenderness
- Overall acceptability
- No further changes until first modification has produced a high quality product
- Reproduce at 50 and 100 servings before increasing recipe

Slide 7

- Characteristics to keep in mind when evaluating:
 - Appearance
 - Consistency or texture

Notes

- Flavor
- Tenderness
- Overall acceptability
- Do not make further changes or a larger size recipe until the first modification has produced a high quality product.
- Successfully reproduce at 50 and 100 servings before increasing the recipe to the number needed for your meal service.

Healthy Food Preparation Techniques

In selecting preparation techniques that will promote healthy school meals you should consider developing culinary skills that incorporate these three principles:

Guiding Principles

- Nutrient retention
- Cooking and storage techniques
- Food service equipment

Slide 8

Nutrient Retention

Factors Affecting Nutrient Retention

Factors Affecting Nutrient Loss:

- Water
- Heat
- Light
- pH
- Air

Slide 9

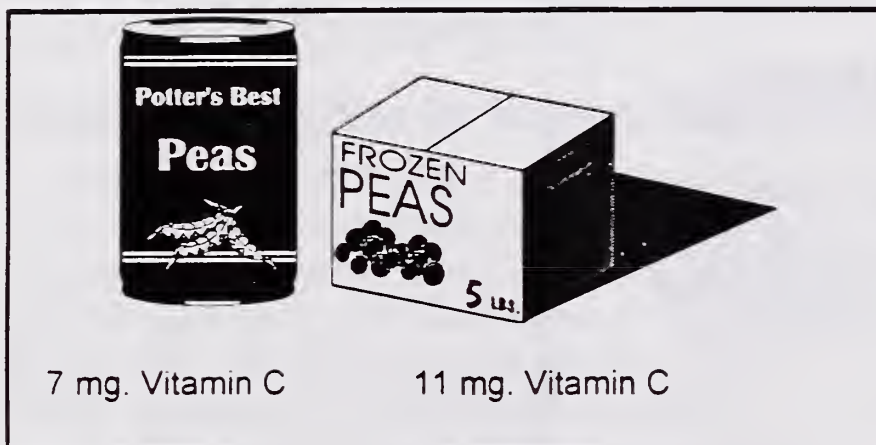
In our effort to offer children nutritious foods it is important to remember that the preparation of foods is just as significant as planning healthy menus. As a food provider, it is important to plan, purchase, prepare and handle foods correctly to prevent nutrient loss. The water-soluble vitamins such as vitamin C and B vitamins are easily destroyed by excess water, air, heat, and acidic

foods, while fat-soluble vitamins A, D, E, and K are more stable. No matter how careful you are, food preparation of any kind always destroys some nutrients. Excessive losses, however, can be reduced in the following ways.

Water

Avoid soaking foods in water unless it is absolutely necessary. Soaking food in water can dissolve the vitamins and minerals. If foods must be soaked or remain in water during cooking, try to use the cooking liquid in soup or another product.

Heat



Slide 10

Heating food causes nutrient loss, especially vitamin C. For example, the vitamin C content of canned peas will differ significantly from cooked, frozen peas. Frozen peas are higher in vitamin C, because heat has destroyed some of the vitamin C in canned peas.

Light

Milk is an excellent source of riboflavin, but if it is allowed to stand open and be exposed to light, considerable destruction of riboflavin can occur. A light obstructing container helps prevent such destruction.

pH

Baking soda should not be added to green vegetables for color retention during cooking since it changes the acid level and results in the destruction of folic acid, thiamin, and vitamin C.

Notes

Heat destroys vitamin C in canned peas.

Light destroys riboflavin. Use containers that light cannot penetrate.

Baking soda destroys folic acid, thiamin and vitamin C.

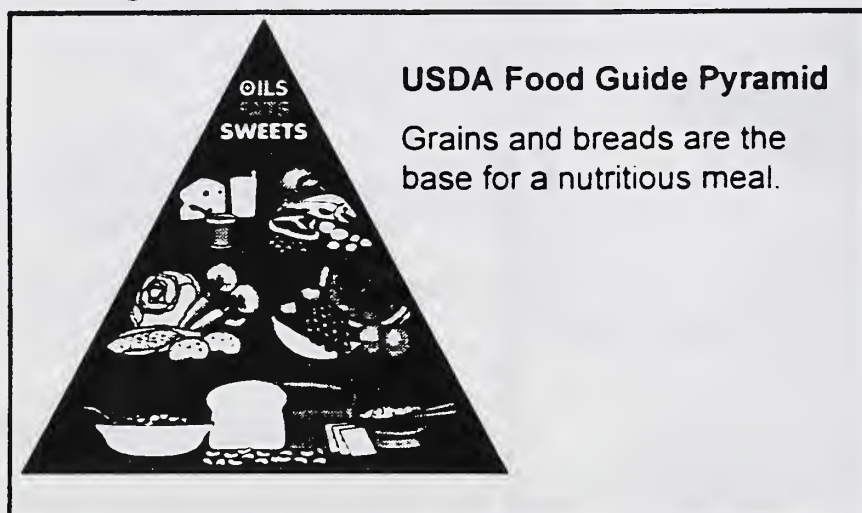
Air

Vitamins A, C, E, K, and the B vitamins thiamin, pyridoxine, biotin, and folic acid are destroyed by oxidation.

To reduce oxidation:

1. Cut vegetables into large pieces so less surface area is exposed to air before cooking them in water.
2. Prepare and chop fresh foods right before cooking or serving, if possible, to avoid nutrient loss.
3. Store foods properly to avoid losses due to improper temperature, light, and air exposure.

Cooking Grains for Nutrient Retention



Slide 11

Health experts encourage Americans to consider grains and breads as the base of a nutritious diet. This is why grains and breads form the base of the USDA Food Guide Pyramid and are its largest component. Whole grain products provide essential nutrients and dietary fiber needed for good health.

Washing and Rinsing

Cooking Grains

- Washing
- Rinsing
- Toasting
- pH

Slide 12

Notes

Air contains oxygen, a good thing for us, but oxygen also destroys many vitamins.

Discuss cooking grains for nutrient retention.

Washing and rinsing grains washes B vitamins and vitamin C down the drain.

How can you keep pasta from sticking if you don't rinse it?

- sauté
- broth
- oil

Never wash rice before cooking. This causes some of the B vitamins and vitamin C to be washed down the drain. Rinsing cooked grains and pastas also causes considerable loss of nutrients, and is not recommended.

Toasting

Browning dry rice before cooking it in water can cause the destruction of half or more of the thiamin content.

Low and High Acid Foods

Pastas and grain should be partially cooked before adding tomato juice or tomato sauce if possible, because the acidic liquid inhibits the pasta or grain from getting completely soft.

Cooking Vegetables for Nutrient Retention

Serving more fruits and vegetables in Child Nutrition Programs is important to the health and well-being of children. Fruits and vegetables are an excellent source of vitamins, complex carbohydrates, dietary fiber and other nutrients linked to good health. Advances in food technology make it possible to select fruits and vegetables from many forms, such as fresh, frozen, canned, whole or pre-cut, bulk or preportioned. In any form, fruits and vegetables need to be handled and stored correctly to retain nutrients and improve food safety.

Fresh or frozen vegetables can be cooked by several different methods: adding to a small amount of boiling water, steaming, baking, and sautéing. Regardless of the cooking method used, it is better to prepare small amounts than to cook single large batches. Nutritive value is lost due to long exposure to heat, and quality is lowered. Constant efforts should be made to shorten the time between cooking and serving.

Notes

We need to serve more vegetables and fruits. There are many forms to select from.

Handling and storing food correctly retains nutrients and keeps food safe.

Batch Cooking

Cooking Vegetables: Batch Cooking

- Small quantities
- Minimal water
- Tight-fitting lid
- Cook until just tender

Slide 13

Vegetables should be cooked in small batches in the least amount of boiling water possible, using a pot with a tight-fitting lid, until just tender to retain the nutrients and bright colors.

This is a culinary method that enhances vegetable quality and improves nutrient retention. The quantity you cook should not exceed the amount that you will be serving on the line within 15 minutes. This is a food quality standard that can only be met by continuous cooking. This cooking method applies to vegetables served alone and vegetables served in recipes such as a beef or a chicken stir-fry. The one exception to this may be root vegetables such as potatoes, carrots, turnips, and beets, etc.

Frozen vegetables should be cooked in small batches from the frozen state in as little water as possible. Bring a small amount of water to a boil before the vegetable is added to reduce the time the vegetable is in the water.

Use cooking liquids including liquids drained off fruits and vegetables wherever possible for soups, gravies, and sauces to recapture many of the lost vitamins.

Cooking for Healthy School Meals

Cooking for Healthy School Meals

- Baking
- Steaming
- Microwaving

Slide 14

Notes

This can be a problem with kitchens where no one is available to cook the food during serving time.

It is always better to prepare small amounts rather than large ones. Cook food in a small amount of water, just until tender.

Discuss cooking and storage techniques for healthy school meals:

1. baking/roasting
2. steaming
3. microwaving

You can purchase and properly store the finest and freshest foods available, but they must be cooked correctly to retain nutrients and quality. Culinary methods that strongly support the Dietary Guidelines for Americans are baking or roasting, steaming, and microwaving. When foods are prepared using these methods, they retain more vitamins and minerals, and have less fat.

Baking

Potatoes baked in the skin retain nearly all of their vitamins. A whole baked sweet potato retains 89 percent of the vitamin C. If you cut it in half before cooking, only 31 percent of the vitamin is left when it is cooked. Baking can be used to cook many foods including meats and fish. When no fat is added, baking is a great lowfat cooking method. Baking on a rack or draining the fat after baking helps make foods even lower in fat.

Meats that are roasted (baked uncovered) retain more B vitamins than meats that are braised and stewed. Roasting on a rack allows fat to drain off the meat.

Steaming

Steam cooking is versatile and quick, produces a satisfactory product without added fat, and minimizes nutrient loss. In general, steamed vegetables only lose a third of their vitamin C compared to boiled vegetables, which lose fifty-five percent of the vitamin C.² Steaming is another no-fat-added cooking method.

Storage of Value-Added or Fresh-Cut Produce

Value-Added Produce

Fresh-cut produce that is ready to use

Slide 15

² Jane Brody's Nutrition Book, 1981

Notes

Steaming retains more vitamins and minerals does not add fat

Discuss value-added produce.

Safety is a concern.

As more school food service programs are purchasing pre-cut fruits and vegetables, it is important to consider food safety and quality issues. Fresh-cut produce is a value-added, ready-to-use fruit or vegetable. These products are becoming very popular in food service as school food authorities are looking for ways to increase the servings of vegetables and fruits without increasing labor costs.

However, the safety aspects of producing and distributing a safe, high quality fresh-cut product is a concern. Contamination from soil, water, processing equipment, handling, exposed cut surfaces and improper temperature controls makes fresh-cut produce a vehicle for disease transmission.

The critical issues are sanitation, temperature control, packaging and distribution.

Critical Issues for Value-Added Produce

- Sanitation
- Temperature
- Date
- Distribution

Slide 16

Sanitation

Evaluating a supplier of fresh-cut produce is the most critical point. The supplier's ability to keep the processing facility and food handling equipment clean and sanitized is critical in preparing safe, fresh-cut produce. The supplier should have an ongoing food safety and sanitation inspection program.

Temperature Control

The second factor to consider is temperature control. The supplier must continuously keep the product at the coldest optimum temperature possible from the farm to the refrigerated case. If produce is contaminated with food-borne pathogens, proper temperature control will prevent growth of the pathogens. Fresh-cut produce that has been exposed to 40° F or above temperatures for short periods of

Notes

Contamination

- soil
- water
- processing equipment
- handling
- exposed surfaces
- improper temperature

Suppliers should have a food safety and sanitation program.

Produce should be kept cold from the time it reaches the processor until service.

to 40° F or above temperatures for short periods of time will spoil more quickly.

Date

A supplier's code dating and rotation method should be evaluated. A product can be labeled either by "packed on" date or "use by" date coding systems. For food safety reasons, always discard or reject fresh-cut product if the date code is outdated.

Distribution

It is vital to understand how the transit time affects the shelf life and code date. For example, if a product has 14 days of shelf life and 10 days of transit time, the product will be delivered to your school with only 4 days of shelf life. It becomes critical to check code dates on delivery and rotate properly on a "first in – first out" basis.

Cooking Equipment for Healthy Meals

The success of food service operations depends greatly on the equipment and staff.

It is important for staff to know what different methods for cooking and preparing food are possible with your existing equipment. As you modify recipes, you may also change the equipment used to prepare items. Instead of cooking the french fries in a deep fat fryer, your new recipe may state: oven-baked french fries.

Selecting the best equipment for food preparation requires understanding of food preparation and the appliance. Your current equipment is probably versatile enough for making the changes necessary to prepare healthy school meals. Ovens, steamers, and skillets allow for cooking methods that require no added fat and thus support the implementation of the Dietary Guidelines for Americans.

Cooking Equipment for Healthy Meals

- Skillets
- Steamers
- Ovens

Slide 17

Notes

Learn your supplier's code dating and check the dates.

⑥ Guided Practice

Activity: Use the activity sheet in Appendix B for students to identify five culinary skills that apply to nutrient retention. The activity will contain 10 items to choose from. Review answers with the group.

Discuss cooking equipment for healthy meals.

You may want to change your equipment as well as your recipes!

Learn to utilize your current equipment.

Skillets and Sautéing Equipment

Tilting and trunnion skillets

Convenient and fast for braising, frying, sautéing, steaming, boiling, and roasting.

Steam Cooking Equipment

Steam-jacketed kettles

Faster and simpler to control than range-top cooking for soups, stocks, sauces, stews, vegetables, and more. With proper use fewer nutrients are lost due to heat and time.

Pressure steamers

Best for vitamin retention if used properly. Cooks faster than pressureless steamers because as steam pressure rises, so does temperature. Great for batch cooking in high-volume school food service. Both rice and pastas can be cooked in a pressure cooker. Boiling water should be used to start the pasta or rice to speed the cooking time.

Ovens

Convection or conventional

Use for baking, roasting, and broiling, which are lowfat cooking techniques. When fats in meat are heated at high temperatures, this changes the physical properties of fat from a solid to a liquid, so the fat drains away.

Combi ovens

Reheat prepared food without drying, and roasting meats with little shrinkage. It can heat by steam, dry heat, and steam/dry heat.

Microwave ovens

Are becoming more popular and affordable in school food service! When foods are prepared in a microwave oven, they retain more nutrients than foods that are boiled, baked or even steamed. This is especially helpful in batch cooking of vegetables.

Cook/holding cabinet

No food should be held in a warming unit longer than 30 minutes, if you want to serve a quality

product and retain nutrients. You will have two problems – an unhappy customer and fewer nutrients!

Culinary Skills to Trim the Fat

It is important to help children learn at a young age the importance of eating a lowfat, low saturated-fat diet. While good eating habits are influenced by the eating patterns of the family, meals presented at school also play a role in the future nutritional well-being of children.

Fat is an important nutrient and sometimes an essential ingredient in cooking. It provides flavor, aroma, and tenderness to food. Fat also helps you feel satisfied after a meal. Most people like the taste of fat in their foods, but too much fat in the diet may result in health problems.

Quick Guide to Fats

Knowing how much fat is in a food is sometimes difficult to determine, but identifying the type of fat, preparation method and ingredients helps. Usually, the amount and type of fat in a recipe can be modified through reducing the amount or using a substitute without affecting quality or acceptability. There are three major types of fat in foods:

Fats

- Saturated
- Monounsaturated
- Polyunsaturated

Slide 18

Saturated fats are usually solid at room temperature and are of animal origin (butter, cheese, beef and chicken fat) except for palm and coconut oils.

Monounsaturated fats are liquid at room temperature such as olive, peanut and canola oils.

Polyunsaturated fats are usually liquid oils at room temperature and of vegetable origin.

Notes

Meals at school play a role in children's future well-being.

Discuss culinary skills to trim the fat and saturated fat.

Fat provides:

- flavor
- aroma
- tenderness

But too much = health problems

How can you tell how much fat is in a food?

Saturated fats:

- Solid at room temperature
- Animal origin or tropical oils

Monounsaturated fats:

- Liquid at room temperature

Polyunsaturated fats:

- Vegetable oils
- Usually liquid

Safflower, sunflower, soybean, cottonseed, and corn oils are examples.

**Quick guide to fat ingredients
(high saturated vs. low saturated)**

High Saturated

Coconut oil
Palm oil
Cream
Cocoa butter
Beef fat
Lard
Poultry fat
Butter

Low Saturated

Safflower oil
Corn oil
Soybean oil
Cottonseed oil
Sesame oil
Canola oil
Olive oil

Slide 19

Cholesterol

Cholesterol

A fatty alcohol found in animal fats and tissues which is thought to be a factor in atherosclerosis.

Slide 20

The body requires and makes its own cholesterol. In addition, cholesterol is obtained from food. Animal products are the source of all dietary cholesterol. Meat, poultry, fish, milk, cheese, egg yolk, and organ meats are all major food sources of cholesterol. No plant foods contain cholesterol. Eating less fat from animal sources will help lower serum blood cholesterol as well as lowering the total fat and saturated fat in your diet.

In general, cooking with monounsaturated and polyunsaturated oils are the better choices for lowering saturated fat content. Your first strategy, however, is to decrease the total amount of fat in your menu planning.

Smart Choices in Cooking Lowfat

Methods of preparation such as broiling, frying, baking, or the draining of ground beef affect the fat and calorie content of a food.

Notes

Cholesterol is a fat-like substance but is not a fat.

Foods that had a mother contain cholesterol. Those that did not, do not.

What to do:

Choose more mono and poly fats, while also decreasing total fat.

Make the Smart Choice**High fat**

Breading, frying, sautéing

Lowfat

Bake, steam, boil, broil, microwave, drain meats

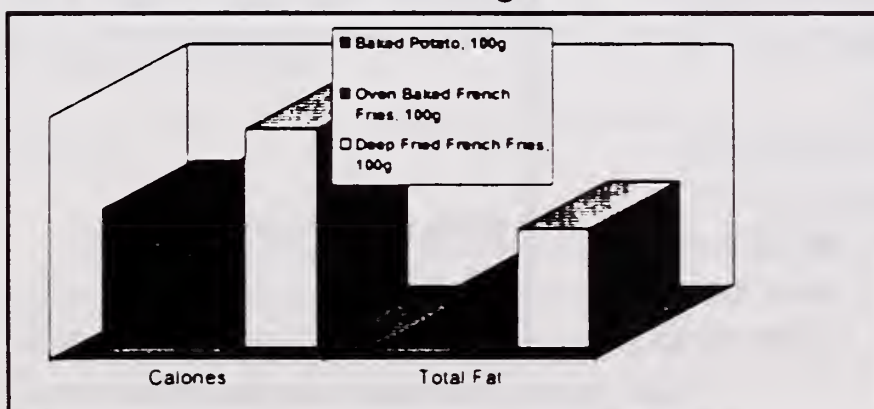
Notes

Slide 21

Even though breading, frying, and sautéing use fat in cooking, there are ways to reduce the amount of fat being used or absorbed by applying good culinary skills.

Sautéing/Stir-frying

- To lower the fat, brush the pan with oil just to coat it or use a nonstick spray made from vegetable oil. Two tablespoons of oil used to sauté vegetables will add an extra 240 fat calories; vegetable sprays add less than 10 calories.
- When stir-frying, keep the oil in your kettle very hot. Vegetables soak up cold oil more quickly than hot oil.
- Cut back on buttering vegetables by using one part margarine with one part lemon juice.
- Use a broth or marinade to add flavor and tenderness. without adding fat.
- Learn to use liquids other than oil for moisture:
 - Concentrated fruit juices
 - Fresh fruit and vegetable juices
 - Chicken and meat broth
 - Pureed fruits and vegetables



Slide 22

Deep-Fat Cooking

This is a method that should be used only with a few menu items and infrequently since it increases the fat content of food. The recommended type of fat to use for deep-fat frying is a polyunsaturated vegetable fat such as soybean oil. This type of fat is better for frying because it has a higher smoke point and therefore can be used at a higher temperature so less fat will be absorbed.

There are ways to limit fat absorption. The most important factor is the temperature of the fat. If it is too low, the food must remain in the fat longer to brown properly. The longer the food is in the fat, the more fat will be absorbed. If the temperature is too high, the food browns too quickly and may not be heated enough on the inside to destroy bacteria and to completely cook it.

Tips to Lower Fat Deep-Fat Cooking

- Pot size
- Correct temperature
- Food quantity
- Reheat between batches
- Dry foods
- Drain foods
- Shake basket

Slide 23

1. Fill a deep pot or fryer half full with oil. Fat expands when heated and frequently boils up or foams when foods are added. A deep container is important because the smoke point is lower if a large surface of fat is exposed.
2. The fat needs to be heated to the correct temperature for the food being fried, as indicated in Table 4.1. Heat the fat to the highest temperature because when food is added, it cools down the oil, and more fat will be absorbed.
3. Overloading a fryer may drop the temperature to such a point that excessive

Notes

When you do choose a higher fat cooking method, use good culinary skills to reduce the fat added to your product.

Ways to limit fat absorption:

- Temperature is #1
- Time is #2

Deep containers reduce the surface, which lowers the smoke point.

Allow for recovery time.

grease absorption occurs. Follow the product directions for the quantity to fry in a batch.

4. While frying, allow the oil to reheat between batches and ensure that your automatic thermostats are working correctly.
5. Add dry foods to the fryer to prevent spatter and foam.
6. Gently shake the basket of food to remove excess fat before you take the basket away from the fryer.
7. Drain the foods on absorbent paper over racks. Change the paper frequently because fat-soaked paper is ineffective in absorbing excess fat from fried food.
8. Strain the fat to remove material in the fat, which lowers its smoke point or temperature.

Table 4.1

Temperature Range (F°)	Foods
350-360	Uncooked chicken, fish, pre-cooked breaded chicken
375-385	Precooked shrimp, croquettes, tempura, fritters
385-395	French-fried potatoes, onion rings
395-400	Potato and tortilla chips

A Little Bit of Sugar

A Little Bit Of Sugar

Slide 24

Sugar is added to foods because people like the taste! Sugars also serve as preservatives and thickeners. In baked products, sugars contribute to both tenderness and volume. During food processing, sucrose, fruit juice concentrates and corn syrups are added to flavor and preserve foods.

Notes

Water and oil still don't mix.

Use absorbent paper. Strain out particles.

⑥ Guided Practice

Activity: Students will complete the activity sheet in Appendix C. They will write two food preparation methods or ways to reduce the fat content.

Review a little bit of sugar and a little bit of salt.

In food preparation and menu planning, our goal is to use sugars in moderation. Sugars and many foods that contain them in large amounts supply calories but are limited in nutrients. The goal should be to select nutrient-dense foods with moderate use of sugar. As a food provider, you can modify a recipe to reduce the sugar or select a purchased product with less added sugar.

A Little Bit of Salt

A Little Bit of Salt

Slide 25

Sodium is an essential nutrient needed in your diet for good health. Sodium helps regulate body fluids and helps maintain normal blood volume. The average American consumes more sodium than recommended. People like the taste of salt! However, a diet with less salt does not have to be bland or limited in variety. Salt is something you learn to like, and you can “unlearn” your taste for salt. While gradually reducing the amount of salt you eat, you slowly lose your desire for the salt taste.

Salt is a food item that can easily be modified, but the change needs to be gradual.

Notes

⑦ Individual Practice

None.

⑧ Closure

Review competencies.

⑨ Back on the Job...

Training your staff on the culinary skills needed to maximize nutrient retention and minimize added fat is critical to your success in implementing healthy school meals. Your learning and then specifying those same culinary skills in your menu plan is also key.

Appendix A: Activity

Gossip

Recipe 1: Raspberry Dessert Sauce

4 teaspoons sugar

2 teaspoons cornstarch

1/3 cup raspberry-cranberry drink

1 cup fresh raspberries

- Combine sugar, cornstarch and raspberry-cranberry drink in small non-aluminum pan, stirring well.
- Bring to a boil over medium heat, stirring constantly.
- Remove from heat, cool, and stir in raspberries.

Recipe 2: Banana Fana Sauce

3/4 cup ripe banana, sliced

1 teaspoon lemon juice

1 teaspoon honey

1/8 teaspoon nutmeg

8-oz. carton of vanilla lowfat yogurt

- Combine all ingredients in container of an electric blender.
- Cover and process until smooth.
- Cover and chill.
- Serve with fresh strawberries and pineapple chunks.

Recipe 3: Peach-Almond Fizz

1 cup fresh peaches, peeled and sliced

1 cup peach yogurt

1 cup peach nectar

1/2 teaspoon almond extract

- Combine ingredients in container of electric blender.
- Cover and process until smooth.
- Pour 1/2 cup into each of 6 glasses.
- Add 1/4 cup sparkling water to each glass.

Recipe 4: Fruit in Amaretto Syrup

2 cups fresh blueberries

2 cups sliced unpeeled fresh apricots

1/4 cup Amaretto

3 tablespoons white vinegar

2 tablespoons honey

- Combine blueberries and apricots in shallow dish and set aside.
- Combine Amaretto and vinegar in a small saucepan. Bring to a boil over medium heat.
- Remove from heat and stir in honey.
- Pour over fruit, cover and refrigerate.

Recipe 5: Salsa with Chives

1 cup plum tomatoes, diced

1/4 cup fresh chives, chopped

1 teaspoon Dijon mustard

2 cloves garlic, crushed

- Combine all ingredients in a small bowl.
- Stir well.
- Refrigerate.
- Yield is 1 1/4 cups.

Appendix B: Activity

Culinary Skills for Nutrient Retention

Identify the five culinary skills that apply to nutrient retention:

1. Use a small amount of liquid to cook vegetables.
2. Cook a large quantity of vegetables.
3. Rotate and check code dates on value-added items.
4. Brown/toast rice for pilafs.
5. Cook vegetables uncovered.
6. Use batch cooking.
7. Do not add baking soda to vegetables while steaming.
8. Soak vegetables in water to clean.
9. Cut vegetables into large pieces.
10. Overcooked vegetables have more nutrients.

Appendix C: Activity

Culinary Skills to Reduce Fat and Saturated Fat

List two culinary skills that reduce fat and saturated fat.

1.

2.

Appendix D: Instructor Outline

Lesson 5: Standardized Recipes and Preparation Techniques

Lesson Time

Approximately 1 hour

Equipment

- ✓ Slide projector
- ✓ 2 screens
- ✓ Overhead projector

Materials

- ✓ Slides
- ✓ Activity – Appendix A: Gossip
- ✓ Activity – Appendix B: Culinary Skills for Nutrient Retention
- ✓ Activity – Appendix C: Culinary Skills to Reduce Fat and Saturated Fat
- ✓ Transparencies:
 - T-1 Cartoon: Ernie
 - T-2 Cartoon: For Better or for Worse
 - T-3 Activity – Appendix B: Culinary Skills for Nutrient Retention
 - T-4 Activity – Appendix C: Culinary Skills to Reduce Fat and Saturated Fat
- ✓ Blank overhead transparency sheets
- ✓ Transparency pens

Lesson Plan Outline

1. Interest Building Strategy/Set

- a) Have T-1, Ernie cartoon, on screen as lesson opens.
- b) Activity: Play Gossip to show what can happen to a recipe as it is passed verbally.
- c) Instructions
 - i) Divide the class into groups of five. Distribute Gossip with recipes.
 - ii) The person with the recipe passes it verbally and secretly to the next person and so on. The last person writes it on a blank overhead transparency. Someone from each group reports the recipe changes.
 - iii) Set the Scene: The CNP director just found a great new recipe. She calls her field supervisor into the office to tell her the recipe. The field supervisor calls the manager at the central kitchen to give him the recipe. The manager tells the head cook the new recipe. She repeats it to her assistant who writes it down and then prepares the recipe.

2. Review Competencies

3. Purpose

- a) Our goal is to provide school meals that meet the Healthy School Meals nutritional goals. To help us achieve these goals, we need to standardize our recipes and preparation techniques. The purpose of this lesson is to learn why standardized recipes must be used in NuMenus and Assisted NuMenus and are essential for good food production.

4. Transfer

- a) Using standardized recipes is like using a map. First you need to know what your destination is (what the product will be). If you know where you want to end up, then you can find a map (recipe) that will take you there. If you follow the map, or recipe, you can start out with confidence, knowing that you will end up where you intended and not somewhere else. (Present slide showing map with a school bus heading to a school.)

5. Instruction

- a) Guided Note Taking – Write down what is useful and remember the 80/20 rule: 80% of the time we use only 20% of the information given to us.
- b) Discuss the importance of using standardized recipes in NuMenus and Assisted NuMenus and why they are essential for good food production.
- c) Before discussing the benefits of using standardized recipes, ask participants what they think the benefits are. Write these on a blank transparency. Check against Slide 4.

- d) Discuss the benefits of using standardized recipes.
- e) Activity: Quiz – Students find a partner. Everyone share with your partner one reason why you must use standardized recipes for good food production. Review reasons. Were any missed?
- f) Show T-2, For Better or Worse cartoon.
- g) Review Modifying Recipes for Healthy School Meals.
- h) Discuss nutrient retention.
 - i) Discuss factors that affect nutrient loss.
 - a) water
 - b) heat
 - c) light
 - d) pH
 - e) air
 - ii) Discuss cooking grains for nutrient retention.
 - iii) Discuss cooking vegetables for nutrient retention.
- i) Discuss cooking and storage techniques.
 - i) Discuss cooking for healthy school meals
 - a) baking
 - b) steaming
 - c) roasting
 - d) microwaving
 - ii) Discuss storage in terms of value-added produce.
- j) Discuss cooking equipment for healthy meals.
- k) Discuss culinary skills to trim the fat.
 - i) Review quick guide to fats.
 - ii) Review “Smart Choices” in cooking lowfat.
 - iii) Activity: On the activity sheet in Appendix C, students will write two food preparation methods that reduce the fat.
- l) Review “A Little Bit of Sugar.”
- m) Review “A Little Bit of Salt.”

6. Guided Practice
 - a) Use Appendix B: Culinary Skills for Nutrient Retention activity sheet for students to identify five culinary skills that apply to nutrient retention. The activity will contain 10 items to choose from. Review answers with the group.
7. Individual Practice
 - a) None.
8. Closure
 - a) Review competencies.
9. Back on the Job...
 - a) Training your staff on the culinary skills needed to maximize nutrient retention and minimize added fat is critical to your success in implementing healthy school meals. Your learning and then specifying those same culinary skills in your menu plan is also key.
10. Lesson Appendices
 - a) Appendix A: Gossip
 - b) Appendix B: Culinary Skills for Nutrient Retention
 - c) Appendix C: Culinary Skills to Reduce Fat and Saturated Fat
 - d) Appendix D: Instructor Outline

Appendix D: Instructor Key

Culinary Skills for Nutrient Retention

Identify the five culinary skills that apply to nutrient retention:

1. **Use a small amount of liquid to cook vegetables.**
2. Cook a large quantity of vegetables.
3. **Rotate and check code dates on value-added items.**
4. Brown/toast rice for pilafs.
5. Cook vegetables uncovered.
6. **Use batch cooking.**
7. **Do not add baking soda to vegetables while steaming.**
8. Soak vegetables in water to clean.
9. **Cut vegetables into large pieces.**
10. Overcooked vegetables have more nutrients.

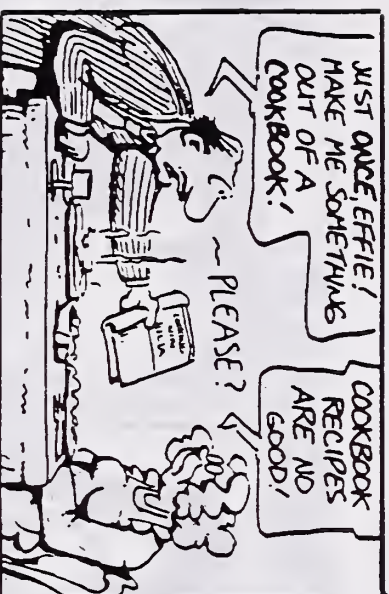
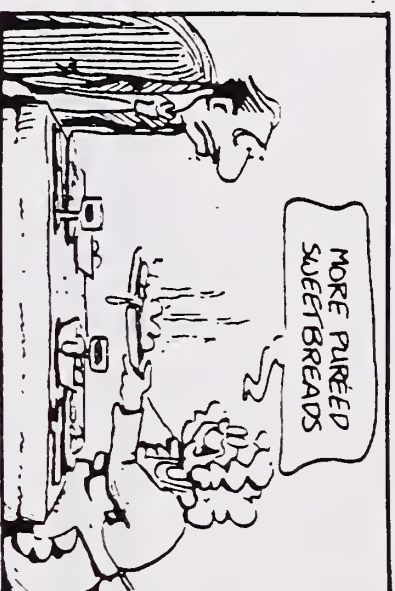
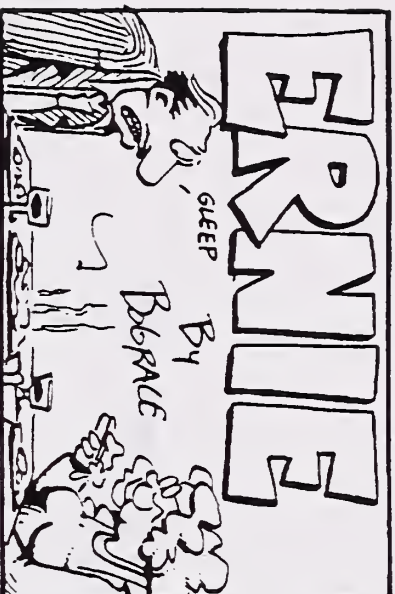
Appendix C: Activity Instructor Key

Culinary Skills to Reduce Fat and Saturated Fat

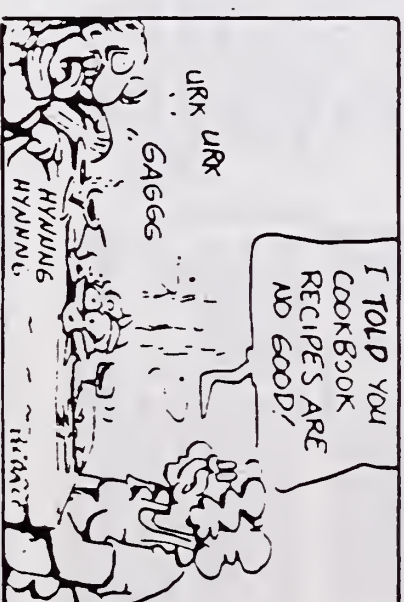
List two culinary skills that reduce fat and saturated fat.

Sample correct answers are listed below.

1. Bake, don't fry.
2. Identify the type of fat.
3. Reduce the total fat.
4. Switch to an unsaturated fat.
5. Steam, don't sauté.
6. Drain fat off of meats.
7. If you fry, use a high temperature.



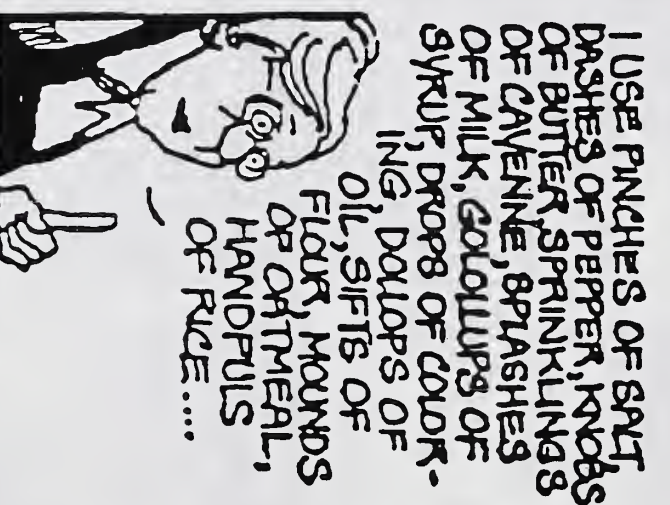
© 1993 King Features Syndicate, Inc. All rights reserved.



Reprinted with special permission of King Features Syndicate

For Better or For Worse®

by Lynn Johnston



For Better or Worse © 1993 Lynn Johnston Prod., Inc.
Reprinted with permission of Universal Press Syndicate. All rights reserved.

Lesson 8: The Constitution

1. Introduction

The Constitution is the supreme law of the United States.

It defines the powers of the federal government and protects the rights of the citizens.

The Constitution is a living document that has been amended many times over the years.

It is the foundation of our democracy and the source of our rights and freedoms.



Lesson 6: Food Procurement

Competencies

Participants will be able to:

1. Explain how all foods may fit into a menu with balance and variety.
2. Apply to food procurement the concept that the Dietary Guidelines for Americans apply to food consumed over time, not one product or one meal.
3. Evaluate the accuracy of nutrient analyses from manufacturers.



Report of the President

Executive Order

Department of the Interior

Whereas the Department of the Interior has the honor to receive from the President of the United States the following Executive Order:

That the Department of the Interior be and it is the duty of the Secretary of the Interior to see that the following Executive Order be carried into effect:

That the Department of the Interior be and it is the duty of the Secretary of the Interior to see that the following Executive Order be carried into effect:



Lesson 6: Food Procurement

Lesson 6 Food Procurement

Slide 1

Meeting the Needs of Customers

National School Lunch and School Breakfast Program administrators must meet the needs of their many customers when making food purchases that will implement healthy meals. Whether you are using NuMenus or Food Based Menus, you will be modifying your menus, recipes and prepared products. Our goal is to meet the nutrition goals. To do that, we must change our food procurement practices while meeting the needs of our customers.

Child Nutrition Customers

- Children
- Administrators
- Parents and teachers
- Vendors

Slide 2

Focus on Children

Primary Customers

Children are our primary customer. Our goal is to promote their health by providing healthy school meals they are willing to select and consume. When children consume nutritious meals, they develop healthy eating habits and increase their ability to achieve their full potential and be ready to learn. Our procurement practices are a major factor, not only in the nutritional value of the food purchased, but also in the willingness of children to select and consume the food.

Notes

① Interest Building Strategy/Set

Activity – You Want What?

Appendix A

Use directions on Instructor Key to direct participants verbally to draw a design.

Show T-1. Did anyone draw it correctly?

Emphasize the importance of written specifications.

② Review Competencies

③ Purpose

This lesson will help you improve the nutritional quality of your meals by changing your specifications and purchasing more nutritious products with accurate and valid nutrient analysis data while considering the needs of your customers. It will also help you “ride the nutrition wave” and build a strong partnership with industry.

④ Transfer

Who has had the experience of changing a specification in order to improve the nutritional quality of a product?

- Take 2 or 3 examples.
- Were they well accepted?
- Point out that this will be a continuous process as they implement healthy meals.

⑤ Instruction

Discuss the needs of the various customers.

Food Safety

The needs of all customers are met when food safety is a top priority. Children are especially vulnerable to unsafe food. Manufacturing, delivery, storage and preparation and handling are all areas for careful attention by food service personnel.

A new resource is available from USDA for site staff: *Serving it SAFE, a Manager's Tool Kit*. The kit contains a trainer's manual on food safety, sanitation and storage. It has suggestions for hands-on learning activities, instructor and student materials and a self-instructional computer-based training program that reinforces the trainer's manual. The kit provides managers with the tools to implement a motivational and comprehensive training program.

Nutrition Policy

The establishment of a nutrition policy by the school food authority is one step in the process of focusing on the needs of children. Formalizing the nutritional goals and standards for the food to be offered at a school emphasizes the importance of nutrition. It also clarifies to vendors the intent of the school to implement healthy school meals.

Learning Laboratory

The lunch and breakfast meals should provide a learning laboratory for students where they can see meals that are a model for lifelong eating habits. Establishing healthy lifelong eating habits will help them to achieve optimum health and wellness.

As another part of the learning experience, schools have an opportunity to demonstrate food origins, the cultural history of foods, the agricultural sources of foods and the wide variety of foods available in America. Schools can use their printed menus, displays in the cafeteria or promotional activities to provide these learning experiences.

If nutrition education is happening in the classroom as well, schools can coordinate the learning laboratory experiences of mealtimes with the classroom learning for maximum benefit to the child.

Notes

Make buying decisions that result in children selecting and consuming healthy meals.

What is the other vulnerable age group?

Serving it SAFE, a Manager's Tool Kit.

Student Involvement in the Procurement Procedure

Because students must select and consume healthy school meals in order to benefit from them, involving students in taste testing is highly recommended as a part of the procurement process. Instructions on how to conduct a student taste test panel are included in Appendix B. If a student taste panel has selected a product as acceptable, take advantage of peer power and advertise the fact that it was student tested.

Acceptability

Let children know goals.

Slide 3

To gain acceptance of changes, let children know what your goals are. If children know that we are trying to reduce fat, and then we present them with some lower fat products to test, they will understand that the flavor and texture profile will be different, and therefore be more accepting of the changes.

Another way to gain acceptance of a new product is to merchandise it. Methods to merchandise healthy school meals and food items will be covered in Lesson 10: Marketing Healthy School Meals.

Focus on Administrators

In a time of decreasing resources, schools are concentrating on the bottom line. Nutrition is important to administrators because they care about the health and well-being of children. But at the same time they expect food service programs to make every effort to keep costs down and refrain from becoming a drain on the resources of the school food authority.

Therefore, schools implementing the Dietary Guidelines have struggled to keep costs down at the same time they have worked to improve nutritional content. The following are suggestions appropriate for NuMenus and Food Based Menus gleaned from the Healthy E.D.G.E. and other groups who have implemented the Dietary Guidelines.

Notes

Children know what to do – we have to make it easy!

Nutrition is important but so is cost control.

Keeping Co\$t\$ Down*Work from current menus & recipes*

- Training
- Administrative time
- Food

Slide 4

Work from your current menus and recipes to reduce the costs associated with training, administrative time, higher food cost, etc. In addition:

- Use money-saving USDA donated commodities such as beans, pasta, fruit packed in juice or light syrup, and whole grains.
- Compare the cost of school-made and purchased items. Go with the most cost-effective method.
- Look at portion sizes of more expensive items.
- Learn what is in season. Foods in season are less expensive.
- Limit low nutrient density foods (potato chips, pickles).
- Limit, rather than eliminate, high-cost menu items.
- Develop a purchasing profile to help bidders do the best possible job of bidding. (See example in Appendix C.)
- Develop a receiving quality control system that includes the usual counting and weighing plus laboratory reports, penalties for short or late deliveries, requirements for nutrient analysis for NuMenus, testing and evaluating for brand approval, and inspection of supplier facilities.
- Merchandise because volume decreases costs.

Focus on Parents and Teachers

Parents and teachers are customers who need education on the changes you are making when you implement healthy school meals. Both parents and

teachers influence whether a student eats school meals.

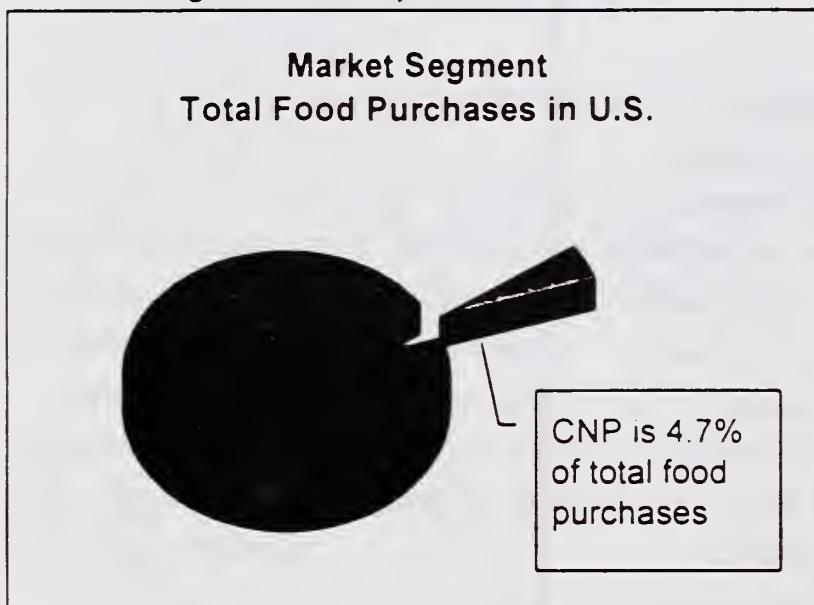
It is essential that they be aware of the changes you are making to make the meals more nutritious and how well you are doing to meet the nutrition goals. In addition, they will be interested in your efforts to involve students in your purchasing decisions.

Nutrition Disclosure

Nutrition disclosure of the nutrient content of your meals and their effectiveness in meeting the Nutrient Standards is one way to educate parents on the healthfulness of your meals. This information should be available to parents. How it is distributed is up to each school. Ways to accomplish nutrition disclosure will be covered in Lesson 10: Marketing Healthy School Meals.

Focus on Vendors

Influencing the Marketplace



Slide 5

Child Nutrition Programs represent 4.7% of the total market for food purchases in the United States. That is a relatively small proportion of the total. One way to influence the market is to become a partner with other market segments that have similar nutrition concerns, such as health care, colleges and universities. Other market segments in pursuit of nutritious products, but in a more limited way, are commercial cafeterias in businesses, restaurants and

Notes

Tell parents and teachers how well you are doing.

Become a partner with other market segments:

- health care
- colleges and universities
- business cafeterias
- prisons

If we all ask for more nutritious items, industry may respond more quickly.

prisons.

Unifying the efforts of Child Nutrition Programs across the country must also happen if we are to maximize our nutrition buying power. Industry may not stop and modify their production plan for any particular agency, but if the whole nation were unified on nutrition concerns, industry might follow. Power can be achieved locally through buying co-operatives. Nationally, demanding products that support the national health goals has an effect.

Partnering with Industry

Role of Industry

Role of Industry

- Listen to requests
- Create new products
- Provide nutrient analysis
- Provide marketing materials
- Encourage consumption

Slide 6

Industry's role is to listen to requests for nutritional modifications, to develop and produce new or modified products that meet those requests and to provide the nutrient analysis of the monitored nutrients and calories for all products upon request.

They may provide an analysis based on either a laboratory analysis, a calculated analysis or a nutrition label. In addition, the fat and moisture changes for foods prepared according to the manufacturer's recommendation are helpful for NuMenus schools. Vendors should try to provide the healthy products needed without the use of fortified products in place of natural foods. Industry may also provide the marketing materials needed to encourage the consumption of healthy products.

For Food Based Menus, Child Nutrition Label products may also be available with the meal components specified, or schools may request that a letter specifying the contribution made to the meal components be provided.

Notes

CN labeling is a voluntary program.

Role of CNPs**Notes****Role of CNPs**

- Communicate needs
- Test new products
- Report results to manufacturers
- Purchase successful products

Slide 7

The role of the directors and staff is to communicate the need for nutritionally modified products, test new products with children, provide feedback to manufacturers and purchase successful products. At the same time, strive to keep costs down.

Again the emphasis should be on healthy, natural products that provide a broad range of nutrients, not just fortification of the nutrients monitored by the Nutrient Standards.

Examples of successful partnering with industry:

- Increasing the amount of whole grains in bread products.
- Lowering the fat content of entrees such as burritos and pizza.

Right now, including "nutrition" as a factor in a *new* product concept is not only possible but probable. "Light" is a driving force in the development of consumer products.

One concern of purveyors and vendors is that schools will ask for specific nutrition changes and then decide not to purchase the modified product for one of two reasons:

1. Cost
2. Inability to determine if specifications met

Healthy, natural products.

Nutrition is a factor in developing many new food products.

Procurement Decisions

Geech



Variety Means All Foods

The image of good foods and bad foods often emerges in purchasing decisions and possibly eliminates a food that could fit into a weekly menu.

What Motivates Purchasing Decisions

- ✓ 95% believe variety and moderation are the keys to good eating.
- ✓ 67% buy based on good/bad perception.

Slide 8

In a recent consumer survey by the American Dietetic Association (ADA), 95% of people surveyed believed that balance, variety and moderation were the keys to healthful eating. But when choosing foods, 67% based their selection on the good food/bad food perception. The same dichotomy occurs when making procurement decisions for lunch and breakfast.

It must be emphasized that the Dietary Guidelines were designed to be applied to a diet over a period of time, not to one meal or one food. It is not correct to apply the limit of 30% of calories from fat or 10% or less of calories from saturated fat to individual foods or meals. It is the balance of a variety of foods consumed over a week that should achieve those goals.

Even though a particular food is relatively high in fat or low in some of the nutrients in the Nutrient

Notes

Point out that some schools are requiring individual foods have 30% or less calories from fat. The criterion was meant to be applied to meals over time, not to individual foods or meals.

Show T-2 – Geech cartoon

Do you ever feel this way? Many purchasing decisions mirror this philosophy.

Activity – Use of Varied Fat Levels T-3

Everyone is checking the food label for contents and nutrient analysis. Although this example is only for a day, it demonstrates the principle as it would apply to a weekly menu.

Give four examples of an entree with varying amounts of fat. Ask participants which entrees, based on a certain calorie standard, could be incorporated into the lunch meal and still meet the 30% of calories from fat standard.

- Burrito A: 20 g fat
- Burrito B: 12 g fat
- Burrito C: 18 g fat
- Burrito D: 6 g fat

Answer: All. Lower fat entrees can be used with minimal fat restriction in the accompanying foods served in the same meal. Higher fat entrees can still be served even though they are high in fat, but it will be difficult to meet the fat goal for that meal because of the unrealistic amount of fat left to play with for the accompanying foods that can be served.

When the higher fat burrito is served, the accompanying foods cannot contain any significant amount of fat because the entree has used up the fat allotment for that meal (i.e., 22 grams total based on 667 calories). Skim milk must be served.

When the lower fat burrito is served, the menu planner can be less restrictive on the fat content of the accompanying foods. Butter can be used to season the mixed vegetables and a dessert with added fat can be served. In addition, 2% milk can be served.

¹ GEECH copyright Universal Press Syndicate Reprinted with permission. All rights reserved.

Standards, that food may still fit into a weekly menu plan. It may be possible to adjust the serving size or frequency of service in order to make a food fit into the overall diet.

However, while many products might be worked into a menu, it is easier to plan a weekly menu if the most nutrient-dense food that is acceptable to students and is within an acceptable cost profile is selected. Therefore, if there are two equally acceptable products of relatively equal cost, then the next deciding factor might be the food's nutritional value.

A product high in fat or sodium should not be completely eliminated if it is a popular source of other nutrients for your customers. Again, remember that the Dietary Guidelines do not apply to a food, they apply to the total diet. Using moderation in making changes will result in long-term positive changes. Continuing to serve popular menu items that your customers like keeps them coming back to eat. Limit and balance foods rather than eliminating them.

Specifications

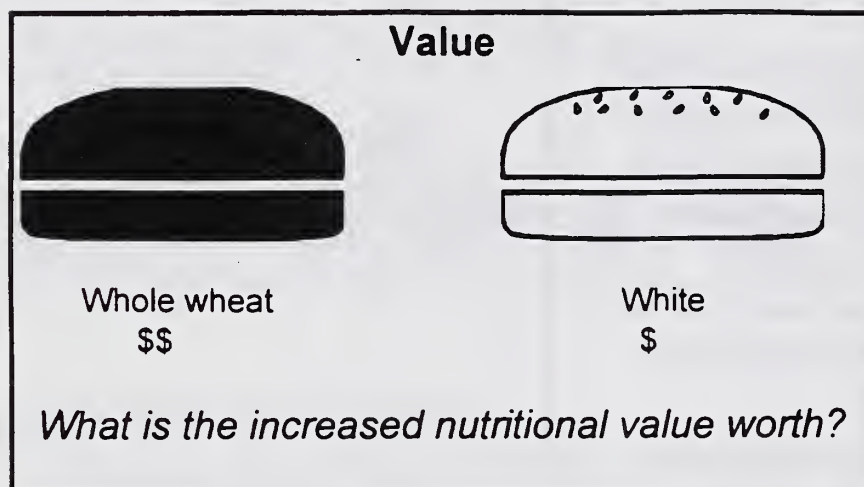
When making changes in specifications, menu planners may use two new references that will be available in the spring and summer of 1996:

1. ***Choice Plus***, distributed to all school food authorities by Food and Consumer Services, USDA
2. ***First Choice***, distributed by the National Food Service Management Institute (NFSMI).

Notes

Cost Control

Value



Slide 9

When making purchasing decisions, industry asks that schools consider the *value* of the food equal to nutrition divided by cost. Initially, cost may be higher because of low demand for more nutritious products. However, as demand increases, the cost may be less. If cost alone is considered when a purchasing decision is made, then manufacturers will soon learn that Child Nutrition Programs are not serious about nutritional demands. Eventually industry may not support efforts to improve the nutritional content of food products.

Before requesting that manufacturers reformulate products and incur increased costs, menu planners should know the nutrient analysis of a current menu. The nutrient analysis will indicate if the menu meets the Nutrient Standards. For instance, if the fat content were too high, the menu planner could look at the fat content of all the menu items and identify which ones are highest in fat, and target them for modification.

An example for Food Based Menus involves serving more grains/breads and vegetables/fruits servings. The school should look at the simplest and most cost effective way to increase servings. Is it adding more food items or is it increasing the serving size? We need to work with vendors to determine what is most cost effective.

Notes

Check your current menus. You may be closer than you think.

What is the most cost effective way to increase grains, vegetables and fruit?

The cost of more nutritious products may be higher, but CNPs may be able to offset that by other cost saving methods.

Interpreting Bids

There is a concern on the part of vendors that schools specify criteria and then are unable to determine if the specifications are met. The testing necessary to check the fat content of meat, for instance, is highly technical and relatively expensive. Care must be taken to use only those specifications that will be checked for compliance at the point of receipt. Site staff are crucial for success in this area.

It is important to be specific when using terms such as reduced fat or lowfat in specifications. The terms can refer to color, flavor or texture. The use of the term with a product does not always mean reduced fat. Light or "lite" means that the food contains one-third fewer calories or half the fat, or it means that the sodium content of a low-calorie, lowfat food has been reduced by 50 percent.

The Food and Drug Administration (FDA) has set standards for clearly outlining specifications (refer to Appendices D and E for "Getting Specific" and "A Little 'Lite' Reading"). For example, "lowfat" means 3 grams or less per serving, or per 50 grams of the food if it is a very small serving.

Notes

Do not ask for things you cannot test for comparison.

Words mean something!

Food Based Menus

Food Specification Changes

In Food Based Menus, we continue to have a meal pattern with required food components and required servings of specified food items. Therefore, Child Nutrition Labels and specifications on the food components and servings sizes are needed. In addition, schools are encouraged to request a nutrient analysis for their own information and to aid in the state review.

Challenge

The challenge for Food Based Menus is to purchase the right selection of foods in each food component to achieve the reductions in fat and saturated fat and the maintenance of calories and nutrients that are the goals for all of the menu planning systems. How can this be accomplished without using a nutrient analysis of the meals?

Variety and Balance

One answer is to purchase a variety of foods within each food component. Within each food component for Food Based Menus, there are selections which are high and others which are low in fat and saturated fat. As we will learn in Lesson 7: ABCs of Menu Planning, variety is a basic principle for menu planning.

For example, when planning the meat/meat alternate for a week of menus, using a beef, a pork, a chicken, a turkey and a bean entree on each of five days will give variety to the dimension of the **source** of the meat/meat alternate. Making one entree out of **ground** beef, another out of **cubed** pork, another of chicken **pieces**, another of **shredded** turkey and the last from **whole** beans adds variety in the dimension of **form**. The fact that each has a different level of fat and saturated fat ensures that there is variety and balance in the dimension of **fat**.

How can we buy the right products without nutrient analysis?

Budget Concept

Another answer is to use the budget concept. We know from checking the Nutrient Standards and the calculations we did in Lesson 3: Program Requirements – NuMenus and Assisted NuMenus, that the amount of fat that can be in a weekly menu on average depends on the calories: 30% of the calories may come from fat, with 1/3 of those, or 10%, coming from saturated fat. So we know our “budget” on average for a week is 22 grams of fat for lunch for grades K-6 and 28 grams of fat for grades 7-12.

Budget Guidelines		
<i>Balance high and lowfat foods</i>		
	Grades	
Average (Budget Concept)	K-6	7-12
Fat grams to spend	22	28
Milk	-3	-3
Bread	-3	-3
Lowfat dressing (1 Tbs.)	<u>-1.5</u>	<u>-1.5</u>
For entree and other menu items	14.5g	20.5g

Slide 10

Looking at how much fat is allowed, it is clear that fat, as well as purchasing dollars, must be spent wisely. There is considerably more fat available for older students, because their calorie level is so much greater. However, the portions for grades 7-12 are usually larger and contain more calories and fat.

Notes

Healthy Edge and Lunchpower have simple charts for tracking nutrients.

NuMenus

Food Specification Changes

Old specifications must be revised to eliminate unnecessary criteria and add new criteria for NuMenus. In NuMenus there is no meal pattern requirement for 2 ounces of meat/meat alternate, 3/4 cup fruits and/or vegetables or bread equivalents. Instead of ounces of meat, the standard is grams of protein. Instead of 1/4 cup of fruit, the standard is milligrams of vitamin C.

Therefore, it's no longer helpful to require a Child Nutrition Label. Specifications also need to be changed to **delete** meal component crediting requirements. For example, a specification for a pizza or burrito that contains 2 ounces of meat/meat alternate and 2 bread equivalents is now irrelevant. But the nutritional analysis is required in order to use the product in a NuMenus program. The requirement for the provision of a nutrient analysis of the product must be **added** to the specifications.

Obtain Nutrient Analysis Information

Obtaining accurate nutrient analyses or nutrition labels of foods purchased is critical to the success of nutrient analysis of NuMenus. A good starting point is to get the information from the purveyor or vendor when you meet with them to discuss new products. USDA has developed a letter and **Data Submission Form** for obtaining the nutrient analysis. They will be discussed in Lesson 8: Nutrient Databases and Software for Child Nutrition Programs. Several states are now requiring that nutrient analyses be provided for their commodity processed items, and that the information be made available to their Child Nutrition Programs.

Bid Request

Note: Nutrient analysis or nutrition label required for NuMenus.

Eliminate criteria no longer required.

Slide 11

The request should be listed on every page of the bid document. In some districts the Child Nutrition Program will not place any food products on their approved list until the analysis is received.

If you have difficulty obtaining the nutrient analysis from the vendor meeting or the bid process, the next step is to go directly to the manufacturer. Reaching the right person at the manufacturer can make the difference in getting the nutrient analysis and obtaining accurate data. A possible contact is the research and development department. Many manufacturers also have a staff dietitian who does nutrient analysis on site.

Monitored Nutrients Only

It is important for schools to request information only on the monitored nutrients. Asking for additional nutrients can cause a burden for the manufacturer. If they are doing a laboratory analysis, they must pay for each additional nutrient. If they are doing a calculated analysis using either a software program or USDA *Handbook 8*, it creates unnecessary work.

National Nutrient Databases

Schools should encourage the submission of the nutrient data to the National Nutrient Database for Child Nutrition Programs as outlined in Lesson 8: Nutrient Databases and Software for Child Nutrition Programs. They should also request information regarding the fat and moisture changes that occur when the manufacturer's recommended preparation methods are used.

Accuracy

The accuracy of analyses from manufacturers is a concern. The USDA National Nutrient Database for Child Nutrition Programs will solicit the information from vendors and add the analyses to the database after review of the analysis. Child Nutrition Programs must also take responsibility for checking the validity of the nutrient analyses from vendors. It is suggested that the nutrient analysis **source**, whether from lab analysis, computer analysis or

USDA *Handbook 8* calculations, be included as a part of the nutrient analysis sheet from vendors.

One way to verify that the analysis is accurate, or is at least within reason, is to compare the analysis to a similar product analysis which is in the database and has already been verified. Significant discrepancies indicate that you should investigate the analysis more thoroughly. For example, you should take a closer look if a nutrient was double or half as much as a similar product, or if a nutrient like carbohydrate was listed for a muscle-meat product, since we know meat has little or no carbohydrates.

At this point there are no legal requirements that the nutrient analysis provided by a manufacturer be accurate, even though there are fines for incorrect information on a nutrition label.

Once the manufacturer's nutrient analysis is obtained and evaluated, adding it to the database correctly is a final, critical step. A cross check procedure by program staff should be established to check for data entry errors.

Food Label

Gumdrop



"THIS STUFF DOESN'T CONTAIN ANYTHING THAT'S GOOD FOR YOU... I BET IT TASTES GREAT!"

2

² GUMDROP reprinted by permission of UFS, Inc

Notes

⑥ Guided Practice

Activity – Appendix F

Evaluating a Nutrient Analysis

Evaluate and compare an analysis from the NNDCNP and nonverified nutrient analysis. Point out similarities and possible discrepancies to the whole group.

Another way to get the nutrient analysis from the manufacturer is to use a retail food label. An example is bread. The bread purchased by Child Nutrition Programs is usually the same product sold to retail stores. Labeling laws apply to those products. A limited nutrient profile can be drawn from the label using the nutrient analysis software. (See Appendix G for the New Nutrition Label.)

Additional Tips

Tips

Perception ≠ Reality
Plan for variety
Consider new equipment

Slide 12

- Do not confuse perception with reality. An unbreaded chicken patty may not have less fat than a breaded patty; it depends on how much chicken skin is included in the formulation. A turkey hot dog may have more fat than a beef hot dog; it depends on how much fat is added back into the formula.
- It is easy to lack variety when planning menus. Make a list of all of your entrees with a few of the major nutrients listed, such as fat, sodium and protein listed, and use it to work additional items into the menu.
- You may have to purchase different equipment in order to implement changes in menus, recipes and purchases. You might need a steamer, salad bar, or food processor.

Notes

⑦ Individual Practice

None.

⑧ Closure

What is new?

What is easy?

What is hard?

Review competencies.

Show T-4, Gumdrop cartoon

More and more people are checking the label. We can too, sometimes.

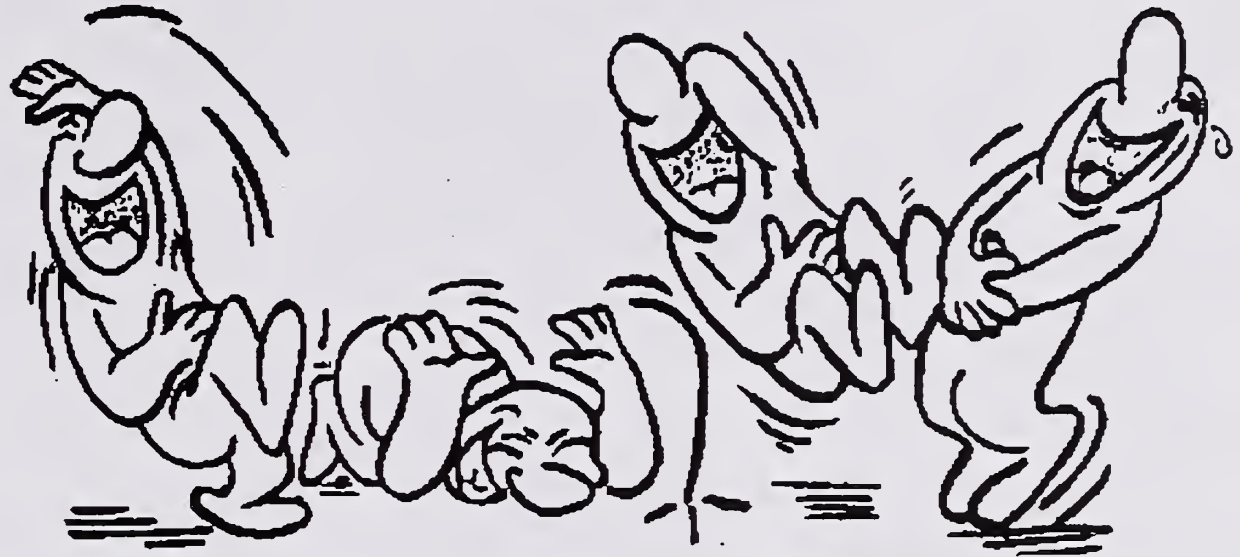
⑨ Back on the Job...

Review and revise food specifications in light of program requirements and customer needs.

Emphasize the importance of obtaining the nutrient analysis of food, even with Food Based Menus.

Appendix A: Activity

YOU WANT WHAT?



Appendix B: Taste-Test Panel

1. Vendor submits samples to warehouse at least three days prior to taste-test.
2. CN director develops a taste-test evaluation form for the particular age group involved (Happy to Sad face for elementary school age, 1 to 10 for older students).
3. Instruct CN staff on how to prepare food items and how to hand out samples.
 - a. Follow manufacturer's suggestions for preparation, unless the product has been previously tested and the procedure has been changed.
 - b. Show students a whole, uncut product, but serve in smaller pieces.
4. Instruct students on how to taste-test.
 - a. Ask students to rate the product based on their own perception, not their friends'.
 - b. Ask students to be honest and ask older students to make specific comments.
5. Vendors are invited to taste-test. They are not introduced and are instructed not to interact with the students until after the taste-test has occurred. At the end of the test, vendors are introduced and students are encouraged to make verbal comments, ask questions, etc.
6. Results of the taste-test should be made available to all participating vendors. Mail to vendors who do not attend.

(Courtesy of Hayward Unified School District, Hayward, California)

Appendix C: Purchasing Profile for Sample School District

The Sample School District consists of 3 High Schools with grades 9-12, 6 Junior High Schools with grades 7-9, and 30 Elementary Schools with grades K-6. Enrollment is 45,000. Daily lunch participation is 29,000 with 30 percent of the meals served being in the free category and 6 percent of the meals being in the reduced price category. Daily breakfast participation is 9,500 with 80 percent of the meals served being in the free category and 8 percent in the reduced price category.

Purchasing for all schools is done centrally by the Food and Nutrition Service Department. The FNS office is located at 100 Main Street, Sample, NT, 88888. The mailing address is P.O. Box 100.

All food and supplies are purchased through a formal bid process. The schedule for bidding for each six-month bid period is as follows:

Product Qualifying: Submit samples and nutrient analysis for food products 30 days prior to bid issue.

Bids Issued: May 1 for July 1 - December 31
November 1 for January 1 - June 30

Bids Due: June 1 and December 1

Billing Procedure: Payments are processed through the district accounting department and are issued on or about the 15th of each month. Invoices and statements must be correctly submitted by the 5th of each month for deliveries made in the prior month.

Special Notes: A nutrient analysis of a food product is required before any purchases are made. The appropriate forms are available in the FNS office.

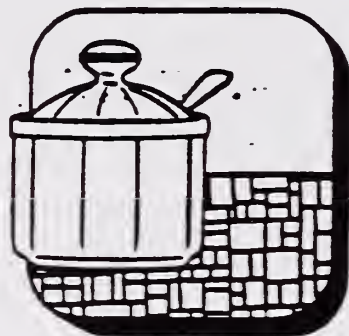
No MSG, lard or tropical oils may be included in products purchased.

It is the policy of this district to purchase products that are environmentally safe. Weight will be given to environmentally safe products.

Appendix D: Getting Specific

Getting Specific

Here are examples of the meanings of some descriptive words for specific nutrients:



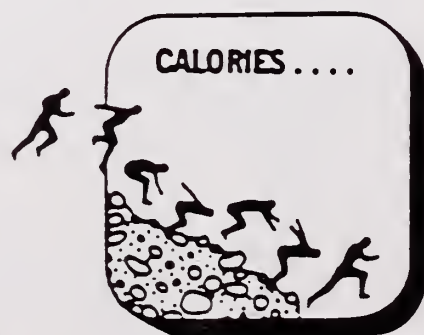
Sugar

Sugar free: less than 0.5 grams (g) per serving

No added sugar, Without added sugar, No sugar added:

- No sugars added during processing or packing, including ingredients that contain sugars (for example, fruit juices, apple-sauce, or dried fruit).
- Processing does not increase the sugar content above the amount naturally present in the ingredients. (A functionally insignificant increase in sugars is acceptable from processes used for purposes other than increasing sugar content.)
- The food that it resembles and for which it substitutes normally contains added sugars.
- If the food doesn't meet the requirements for a low- or reduced-calorie food, the product bears a statement that the food is not low-calorie or calorie-reduced and directs consumers' attention to the nutrition panel for further information on sugars and calorie content.

Reduced sugar: at least 25 percent less sugar per serving than reference food

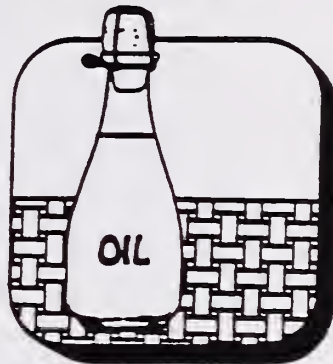


Calories

Calorie free: fewer than 5 calories per serving

Low calorie: 40 calories or less per serving and if the serving is 30 g or less or 2 tablespoons or less, per 50 g of the food

Reduced or Fewer calories: at least 25 percent fewer calories per serving than reference food



Fat

Fat free: less than 0.5 g of fat per serving

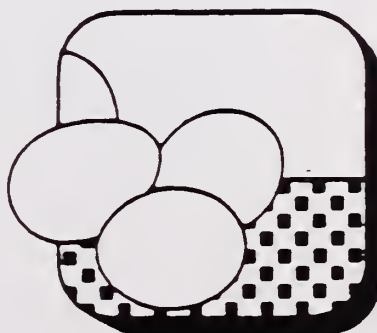
Saturated fat free: less than 0.5 g per serving and the level of trans fatty acids does not exceed 1 percent of total fat

Low fat: 3 g or less per serving, and if the serving is 30 g or less or 2 tablespoons or less, per 50 g of the food

Low saturated fat: 1 g or less per serving and not more than 15 percent of calories from saturated fatty acids

Reduced or Less fat: at least 25 percent less per serving than reference food

Reduced or Less saturated fat: at least 25 percent less per serving than reference food



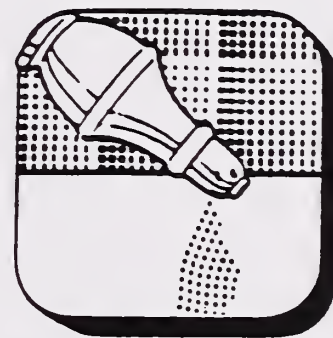
Cholesterol

Cholesterol free: less than 2 milligrams (mg) of cholesterol and 2 g or less of saturated fat per serving

Low cholesterol: 20 mg or less and 2 g or less of saturated fat per serving and, if the

serving is 30 g or less or 2 tablespoons or less, per 50 g of the food

Reduced or Less cholesterol: at least 25 percent less and 2 g or less of saturated fat per serving than reference food



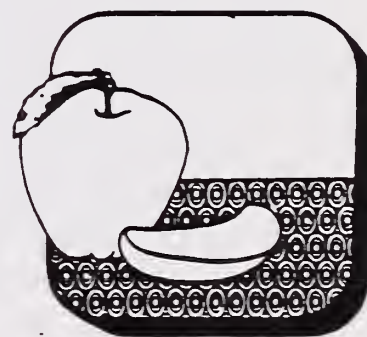
Sodium

Sodium free: less than 5 mg per serving

Low sodium: 140 mg or less per serving and, if the serving is 30 g or less or 2 tablespoons or less, per 50 g of the food

Very low sodium: 35 mg or less per serving and, if the serving is 30 g or less or 2 tablespoons or less, per 50 g of the food

Reduced or Less sodium: at least 25 percent less per serving than reference food



Fiber

High fiber: 5 g or more per serving. (Foods making high-fiber claims must meet the definition for low fat, or the level of total fat must appear next to the high-fiber claim.)

Good source of fiber: 2.5 g to 4.9 g per serving

More or Added fiber: at least 2.5 g more per serving than reference food

Appendix E: A Little 'Lite' Reading

A Little 'Lite' Reading

by Dori Stehlin

Low fat." "No cholesterol."
"High in oat bran." "Light."
And don't forget "lite."

Until now, many of these claims have been nothing more than advertising hype. The public has been misled with products like the "light" vegetable oil that was just light in color and the "lite" cheesecake that was just light in texture.

But with the publication of new food labeling regulations in January 1993, the Food and Drug Administration and the U.S. Department of Agriculture's Food Safety and Inspection Service (FSIS) address the problem of misleading nutrition claims and help reestablish the credibility of the food label. The regulations spell out which nutrient content claims are allowed and under what circumstances they can be used.

There are 11 core terms:

- free
- low
- lean
- extra lean
- high
- good source
- reduced
- less
- light
- fewer
- more

Let Freedom Ring

The new regulations allow manufacturers the option to use the following synonyms for the term "free":

- without
- trivial source of
- negligible source of
- dietarily insignificant source of
- no
- zero

Whatever term the manufacturer chooses, the product must either be absolutely free of the nutrient in question or, if the nutrient is in the food, the amount must be dietetically trivial or physiologically insignificant.

For example, zero fat cannot be required because it is impossible to measure below a certain amount. So, the regulation will allow a fat-free claim on foods with less than 0.5 grams (g) of fat per serving, an amount that is physiologically insignificant even if a person eats several servings.

Foods that don't contain a certain nutrient naturally must be labeled to indicate that all foods of that type meet the claim. For example, a fat-free claim on applesauce would have to read "applesauce, a fat-free food."

"Free" also can be used in reference to saturated fat, cholesterol, sodium, sugars, and calories.

The Lowdown

A food meets the definition for "low" if a person can eat a large amount of the food without exceeding the Daily Value for the nutrient. (See "'Daily Values' Encourage Healthy Diet" on page 40.)

The synonyms allowed for "low" are:

- little
- few
- contains a small amount of
- low source of

"Low" claims can be made in reference to total fat, saturated fat, cholesterol, sodium, and calories.

A claim of "very low" can be made only about sodium.

Lean, Mean Eating Machine

"Lean" and "extra lean" can be used to describe the fat content of meat, poultry,

seafood, and game meats. (FSIS regulates meat and poultry products; FDA oversees seafood and game meats.)

"Lean" means the food has less than 10 g of fat, less than 4 g of saturated fat, and less than 95 milligrams (mg) of cholesterol per serving and per 100 g. An example of a serving is 55 g (2 oz.) for fish, shellfish or game meat. Some "lean" foods are Spanish mackerel, bluefin tuna, and domesticated rabbit.

"Extra lean" means the food has less than 5 g of fat, less than 2 g of saturated fat, and less than 95 mg of cholesterol per serving and per 100 g. Examples of "extra lean" foods are haddock, swordfish, clams, and deer.

Percent Fat Free

FDA and FSIS believe that this claim implies, and consumers expect, that products bearing "percent fat free" claims contain relatively small amounts of fat and are useful in maintaining a low-fat diet. Therefore, products with these claims must meet the definitions for low fat.

In addition, the claim must accurately reflect the amount of fat present in 100 g of the food. For example, if a food contains 2.5 g of fat per 50 g, the claim must be "95 percent fat free."

Take the High Road

"High" and "good source" focus on nutrients for which higher levels are desirable. To qualify for the "high" claim, the food must contain 20 percent or more of the Daily Value for that nutrient in a serving. Approved synonyms for high are "rich in" or "excellent source."

"Good source" means a serving contains 10 to 19 percent of the Daily Value for the nutrient.



By 1994, claims about the nutrient content of a food, such as "low cholesterol," "light," and others on these food packages, will have to mean the same on every product on which they appear.

Special Situations

"Standards of identity" define a food's composition and specify the ingredients it must contain. The government originally developed these standards to protect consumers from economic deception.

But some standards of identity require high amounts of nutrients that many consumers would like to avoid. For example, the standard for sour cream requires that the food contain 18 percent fat and the standard for mozzarella cheese requires it to be 45 percent fat. Before the new regulations, "reduced-fat" sour cream or mozzarella cheese were required to have their

own standards of identity or be called "imitation" or "substitute," names that consumers may perceive as negative.

The new regulations allow manufacturers to reduce the fat content of such products and call them "low fat" or "light," as appropriate, as long as the food is still nutritionally equivalent to the regular version. For example, sour cream can be called "light" as long as its fat content is reduced to 9 percent and it has vitamin A added to replace the amount lost when the fat was removed. If the company decides not to add the vitamin A, it must call the product "imitation light sour cream."

FDA is not allowing nutrient content claims on foods for infants and children

under 2, unless explicit permission has been given.

FDA allows manufacturers to use the terms "unsweetened" and "unsalted" on these foods because these claims are considered to be about taste rather than nutrient content. However, current dietary guidelines do not call for limiting salt or sugar in the diets of children under 2. Therefore, FDA will not allow phrases that imply low or reduced amounts of sodium and calories, such as "no salt added" and "no sugar added," on these types of foods. ■

—D.S.

Comparison Claims

Manufacturers who want to compare a nutritionally altered product with the regular product may make a relative claim—that is, "reduced," "less," "fewer," "more," or "light." The regular products, or reference foods, may be either an individual food or a group of foods representative of the type of food—for example, an average of three market leaders.

Restrictions on these claims and the reference foods include:

- A relative claim must include the percent difference and the identity of the reference food.
- "Reduced," "less" and "light" claims can't be made on products whose nutrient level in the reference food already meets the requirement for a "low" claim.
- Reference foods for "light" and "reduced" claims must be similar to the product bearing the claim—for example, reduced fat potato chips compared with regular potato chips.
- Reference foods for "less" and, in the

case of calories, "fewer" may use dissimilar products within a product category—for example, pretzels with 25 percent less fat than potato chips.

At the other end of the spectrum, a serving of a food carrying a "more" claim (or claims of fortified, enriched or added) must have at least 10 percent more of the Daily Value for a particular nutrient (that is, dietary fiber, potassium, protein, or an essential vitamin or mineral) than the reference food that it resembles.

Let There Be Light/Lite

"Light" or "lite" can mean one of two things:

First, that a nutritionally altered product contains one-third fewer calories or half the fat of the reference food. If the food derives 50 percent or more of its calories from fat, the reduction must be 50 percent of the fat.

Second, that the sodium content of a low-calorie, low-fat food has been reduced by 50 percent.

The term "light in sodium" is allowed if the food has at least 50 percent less sodium than a reference food. If the food still does not meet the definition for "low sodium," the label must include the disclaimer "not a low-sodium food."

"Light" will be allowed to describe color or texture, provided qualifying information is included. However, names that have a long history of use, such as "light brown sugar," can still be used without qualifying information.

Meals and Main Dishes

Any product represented as or in a form commonly understood to be breakfast, lunch or dinner is subject to the special rules for meal products. Examples include frozen dinners, some pizzas, and shelf-stable items.

Under FDA rules, a main dish must weigh at least 6 ounces and contain at least two different foods from at least two of four specified food groups. (While FDA endorses the five food groups rec-

A serving of a food carrying a "more" claim (or claims of fortified, enriched or added) must have at least 10 percent more of the Daily Value for a particular nutrient (that is, dietary fiber, potassium, protein, or an essential vitamin or mineral) than the reference food that it resembles.

ommended in current dietary guidelines, the agency believes treating fruits and vegetables as separate groups in this situation would allow the inappropriate classification of a fruit and a vegetable product as a main dish.)

FDA requires a "meal" to weigh at least 10 ounces and have at least three different foods from at least two of the four specified food groups.

USDA defines a meal-type product as one weighing between 6 and 12 ounces per serving and containing ingredients from two or more of four specified food groups.

Claims that a meal or main dish is "free" of a nutrient, such as sodium or cholesterol, must meet the same requirements as those for individual foods.

"Low" claims can be made if the main dish or meal has:

- 120 calories or less per 100 g
- 140 mg sodium or less per 100 g
- 3 g fat or less and no more than 30 percent of calories from fat per 100 g
- 1 g saturated fat or less and no more than 10 percent calories from saturated fat per 100 g or
- 20 mg cholesterol or less per 100 g and no more than 2 g of saturated fat per 100 g.

Implied Claims

"Made with oat bran" and "no tropical oils" are examples of statements that may be implied nutrient content claims. Such claims are prohibited when they wrongfully imply that a food contains or does not contain a meaningful level of a nutrient. They are allowed if the food's nutrient content meets the definition for appropriate nutrient content descriptors that are im-

plied by the claim.

For example, FDA considers statements about some types of oil as an ingredient, such as "made with canola oil" or "contains corn oil," to imply that the oil in the product is low in saturated fat. Therefore, to carry that claim, a food would have to meet the definition of "low saturated fat."

The statement "made only with vegetable oil" implies that because vegetable oil is used instead of animal fat, the oil component contributes no cholesterol and is low in saturated fat. In this case, the claim could be used only if the food meets the definition of "cholesterol free" and "low saturated fat."

And the statement "contains no oil" implies that the product contains no fat and thus is fat free. Such a claim on a product that contained another source of fat, such as animal fat, would be misleading. Therefore, this statement would be allowed only if the food is truly fat free.

Claims that imply a product contains a particular amount of fiber, such as "high in oat bran," can be made only if the food actually meets the definition for "high" fiber or "good source" of fiber, whichever is appropriate.

Statements that don't fall under the rules for nutrient content implied claims and therefore are still allowed are:

- those that help consumers avoid certain foods because of religious beliefs or dietary practices—for example, a "milk-free" claim
- those about nonnutritive ingredients, such as "no preservatives" or "no artificial colors"
- those about ingredients that provide added value, such as "contains real fruit"

- statements of identity, such as "Colombian coffee" and "100 percent corn oil"

Fresh

Although not mandated by the Nutrition Labeling and Education Act of 1990, as regulations for the other nutrient content claims are, FDA has issued a regulation for the term "fresh." Under this regulation, "fresh" can be used only on a food that is raw, has never been frozen or heated, and contains no preservatives. (Irradiation at low levels is allowed.) "Fresh frozen," "frozen fresh," and "freshly frozen" can be used for foods that are quickly frozen while still fresh. Blanching (brief scalding before freezing to prevent nutrient breakdown) is allowed.

Other uses of the term "fresh," such as in "fresh milk" or "freshly baked bread," are not affected.

Healthy

Along with the final rule on nutrient content claims published last January, FDA and FSIS published proposed rules that would allow manufacturers to make a "healthy" claim on the label. Under FDA's proposal, "healthy" could be used if the food is low in fat and saturated fat and a serving does not contain more than 480 mg of sodium or more than 60 mg of cholesterol. USDA's proposal would allow the term if the food meets the definition for "lean" and contains no more than 480 mg of sodium per serving.

Final rules are expected in 1993. ■

Dori Stehlin is a member of FDA's public affairs staff.

Appendix F: Evaluating a Nutrient Analysis

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

“As Served” basis _____

“As Purchased” basis _____

X

Brand: Feathers

Product name: Chicken Breasts

Product code: 1402

CN label number: N/A

Package size: 10 lbs fluid oz. grams

Standard serving: 3 oz. portion

Number of servings per package: 53

Weight per serving: 85 grams

Analysis based on: Serving (100 grams or servings)

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	<u>143</u>	kcal
Protein	xx.xxx	<u>17.165</u>	grams
Total fat	xx.xxx	<u>7.175</u>	grams
Saturated fat	x.xxx	<u>5.102</u>	grams
Carbohydrates	xx.xxx	<u>.623</u>	grams
Total dietary fiber	xx.xx	<u>0</u>	grams
Cholesterol	xx.xx	<u>102.10</u>	milligrams
Calcium	xx.x	<u>25.4</u>	milligrams
Iron	xx.xxx	<u>4.411</u>	milligrams
Sodium	xx.x	<u>399.2</u>	milligrams
Vitamin C	x.xx	<u>0</u>	milligrams
Vitamin A	x.x	<u>300.0</u>	IU
Fat change (+/-)*	xxxx	<u>+10%</u>	N/A
Moisture change (+/-)*	xxxx	<u>-40%</u>	N/A

*If available

Appendix F (continued)

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Deep fry at 375° F for 10 minutes

What source of nutrient data was used to calculate the nutrient analysis?

1. Laboratory analysis (analytical).

☒ 2. Handbook 8 calculations (calculated).

3. Combination of 1 and 2 (analytical and calculated).

4. Nutrition Label.

5. Other. Please specify.

This data submission form is for Local School Food Service use only.

Appendix F: (continued)

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

“As Served” basis	_____	“As Purchased” basis	_____X_____
Brand:	Chill Time		
Product name:	Dinosaur Soup		
Product code:	212s		
CN label number:	N/A		
Package size:	_____ lbs	_____ 46 _____	fluid oz. _____ grams
Standard serving:	1 Cup		
Number of servings per package:	11 1/2		
Weight per serving:	236	grams	
Analysis based on:	Serving	(100 grams or servings)	

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	90	kcal
Protein	xx.xxx	3.125	grams
Total fat	xx.xxx	2.010	grams
Saturated fat	x.xxx	.500	grams
Carbohydrates	xx.xxx	15.158	grams
Total dietary fiber	xx.xx	4.22	grams
Cholesterol	xx.xx	20.51	milligrams
Calcium	xx.x	200.7	milligrams
Iron	xx.xxx	.720	milligrams
Sodium	xx.x	670.4	milligrams
Vitamin C	x.xx	0	milligrams
Vitamin A	x.x	150.0	IU
Fat change (+/-)*	xxxx	—	N/A
Moisture change (+/-)*	xxxx	—	N/A

*If available

Appendix F (continued)

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Add 1 can of water for each can of soup. Heat to 160° F.

What source of nutrient data was used to calculate the nutrient analysis?

- ☒ 1. Laboratory analysis (analytical).
 - ☐ 2. Handbook 8 calculations (calculated).
 - ☐ 3. Combination of 1 and 2 (analytical and calculated).
 - ☐ 4. Nutrition Label.
 - ☐ 5. Other. Please specify.
-
-
-
-
-

This data submission form is for Local School Food Service use only.

Appendix F (continued)

From the National Nutrient Database, two comparable products are selected in the portion size that matches the newly submitted product.

05064 Chicken; breast meat only, cooked, baked

Serving: 3 oz.

Calories	141.9	Vitamin A	5 RE	Cholesterol	73 g
Protein	26.67 g	Vitamin C	0	Sodium	64 mg
Iron	.894 mg	Total Fat	3.07 g	Dietary Fiber	0
Calcium	12.9 mg	Saturated Fat	.87 g	Carbohydrate	0 g

06425 Soup; chicken, vegetable, canned

Serving: 1 cup

Calories	74.71	Vitamin A	265.1 RE	Cholesterol	9.64 g
Protein	3.62 g	Vitamin C	.96 mg	Sodium	944.72 mg
Iron	.87 mg	Total Fat	2.84 g	Dietary Fiber	.96 g
Calcium	16.97 mg	Saturated Fat	.84 g	Carbohydrate	8.58 g

1. Which nutrients are similar?

Chicken Breast:

Soup:

2. Which nutrients are very different?

Chicken Breast:

Soup:

3. Would you question the accuracy of the analysis from the manufacturer?

Chicken Breast:

Soup:

Appendix G: Key Aspects of the New Nutrition Facts Label

Key Aspects of the New Nutrition Label

A number of consumer studies conducted by FDA, as well as outside groups, enabled FDA and the Food Safety and Inspection Service of the U.S. Department of Agriculture to agree on a new nutrition label. The new label is seen as offering the best opportunity to help consumers make informed food choices and to understand how a particular food fits into the total daily diet.

New heading signals a new label.

More consistent serving sizes, in both household and metric measures, replace those that used to be set by manufacturers.

Nutrients required on nutrition panel are those most important to the health of today's consumers, most of whom need to worry about getting too much of certain items (fat, for example), rather than too few vitamins or minerals, as in the past.

Conversion guide helps consumers learn caloric value of the energy-producing nutrients.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 **Calories from Fat** 120

% Daily Value*

Total Fat 13g **20%**

Saturated Fat 5g **25%**

Cholesterol 30mg **10%**

Sodium 660mg **28%**

Total Carbohydrate 31g **10%**

Dietary Fiber 0g **0%**

Sugars 5g

Protein 5g

Vitamin A 4% • Vitamin C 2%

Calcium 15% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

New mandatory component helps consumers meet dietary guidelines recommending no more than 30 percent of calories from fat.

%Daily Value shows how a food fits into the overall daily diet.

Reference values help consumers learn good diet basics. They can be adjusted, depending on a person's calorie needs.

Appendix H: Use of Varied Fat Level Products

Based on the RDA for a nine-year old (667 Kcal and 22g fat for lunch)

HIGHER FAT ENTREE

Menu	Fat (Grams)	Calories
Burrito A	20	350
Spanish Rice (1/4 cup)	1	62
Steamed Green Peas (1/2 cup)	.2	60
Freestone Peaches (1/2 cup)	.2	118
Skim Milk (1 cup)	.44	86
Total	21.84	676
	29% Calories from Fat	

LOWER FAT ENTREE

Menu	Fat (Grams)	Calories
Burrito B	12	275
Steamed Mixed Vegetables (1/2 cup)	.2	50
Butter (1/2 tsp.)	2	18
Cherry Cobbler (1/2 cup)	6	270
2% Milk (1 cup)	5	122
Total	25.2	735
	31% Calories from Fat	

Both the higher fat and the lower fat burritos can be served and fall within the 30% calories from fat guidelines. However, careful menu planning techniques must be implemented in order for the meal that contains the higher fat burrito to meet the fat standard.

Appendix I: Instructor Outline

Lesson 6: Food Procurement

Lesson Time

Approximately 1 hour

Equipment

- ✓ Slide projector
- ✓ 3 screens
- ✓ Overhead projector
- ✓ Computer

Materials

- ✓ Slides
- ✓ Transparencies:
 - T-1 Instructor Key – Appendix I: You Want What?
 - T-2 Cartoon: Geech
 - T-3 Activity – Appendix H: Use of Varied Fat Level Products
 - T-4 Cartoon: Gumdrop
- ✓ Blank overhead transparency sheets
- ✓ Pens for overhead transparency sheets
- ✓ Activity – Appendix F: Evaluating a Nutrient Analysis
- ✓ Activity – Appendix H: Use of Varied Fat Level Products

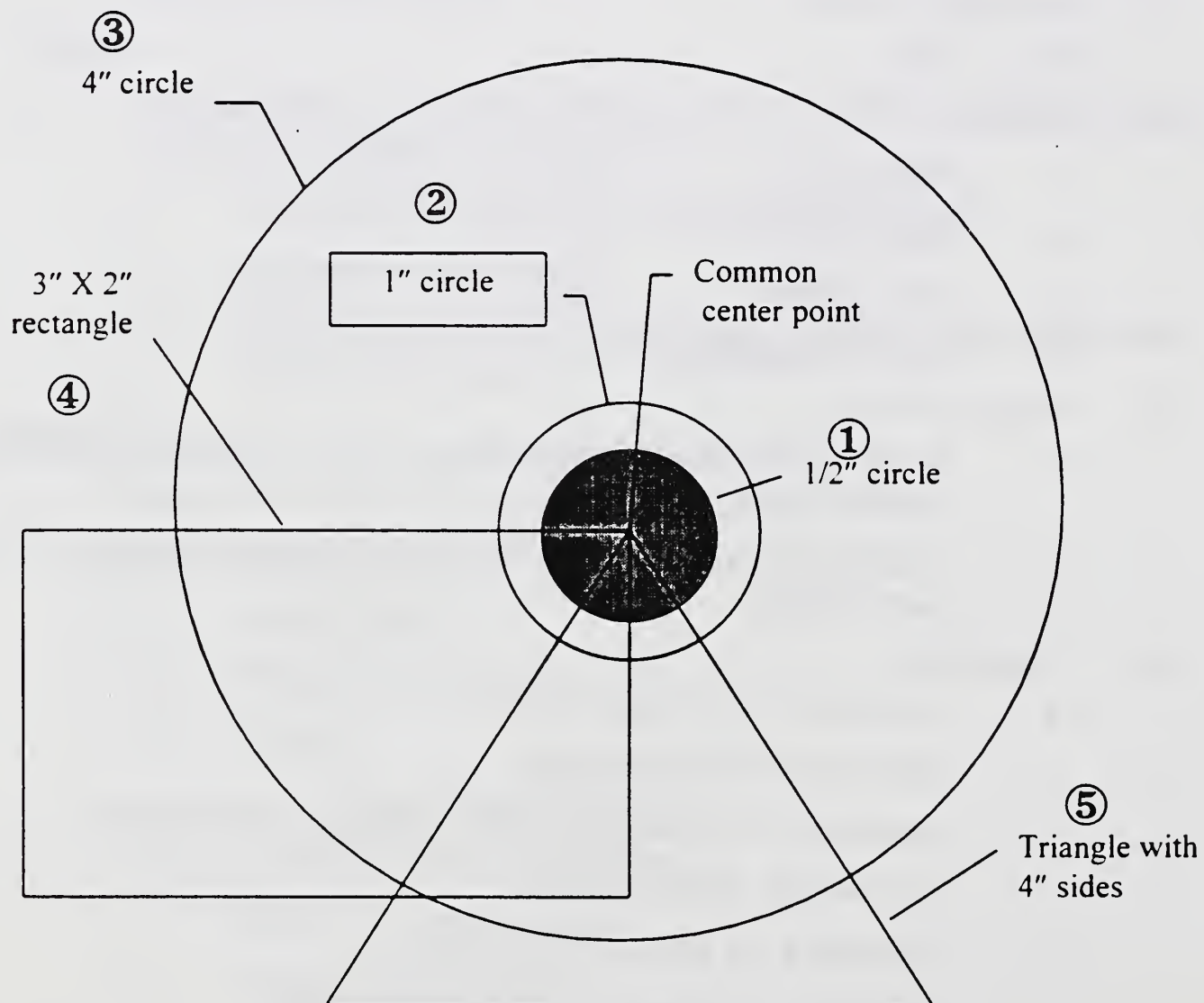
Lesson Plan Outline

1. Interest Building Strategy/Set
 - a. Using the Instructor Key, T-1, direct the participants, verbally, to draw the figure in the order as numbered on the activity sheet in Appendix A: You Want What?
 - b. Show T-1. Did anyone draw what was described?
 - c. Emphasize the importance of written specifications.
2. Review Competencies
3. Purpose
 - a. This lesson will help you improve the nutritional quality of your meals by changing your specifications and purchasing more nutritious products with accurate and valid nutrient analysis data while considering the needs of your customers. It will also help you “ride the nutrition wave” and build a strong partnership with industry.
4. Transfer
 - a. Who has had the experience of changing a specification in order to improve the nutritional quality of a product?
 - i) Take 2 or 3 examples of the above from participants.
 - ii) Were they well accepted?
 - iii) Point out that this will be a continuous process as they implement healthy school meals.
5. Instruction
 - a. Discuss the needs of various customers.
 - i) Children
 - ii) Administrators
 - iii) Parents and teachers
 - iv) Vendors
 - a) Partnering with industry
 - b. Discuss making procurement decisions.
 - i) Show T-2, Geech cartoon.
 - ii) Variety means all foods.
 - iii) Discuss cost control.
 - iv) Discuss interpreting bids.
 - c. Discuss the specific points for Food Based Menus.

- i) Food specification changes
 - ii) Challenge to reduce fat and maintain calories without nutrient analysis
 - d. Discuss the specific points for NuMenus.
 - i) Food specification changes
 - ii) Obtain nutrient analysis
 - a) Activity – Appendix F: Evaluating a Nutrient Analysis
 - iii) Food label
 - e. Review the additional tips.
- 6. Guided Practice
 - i) Activity – Appendix H: Use of Varied Fat Levels (T-3)
 - ii) Activity – Appendix F: Evaluating a Nutrient Analysis
- 7. Individual Practice
 - a. None.
- 8. Closure
 - a. What is new?
 - b. What is easy?
 - c. What is hard?
 - d. Review competencies.
- 9. Back on the Job...
 - a. Review and revise food specifications in light of program requirements and customer needs.
 - b. Emphasize the importance of obtaining the nutrient analysis, even with Food Based Menus.
- 10. Appendices
 - a. Appendix A: You Want What?
 - b. Appendix B: Taste-Test Panel
 - c. Appendix C: Purchasing Profile for Sample School District
 - d. Appendix D: Getting Specific
 - e. Appendix E: A Little 'Lite' Reading
 - f. Appendix F: Evaluating a Nutrient Analysis
 - g. Appendix G: Key Aspects of the New Nutrition Facts Label
 - h. Appendix H: Use of Varied Fat Level Products
 - i. Appendix I: Instructor Outline

Appendix I: Instructor Key

YOU WANT WHAT?



Appendix I: Instructor Key

From the National Nutrient Database, two comparable products are selected in the portion size that matches the newly submitted product.

05064 Chicken; breast meat only, cooked, baked

Serving: 3 oz.

Calories	141.9	Vitamin A	5 RE	Cholesterol	73 g
Protein	26.67 g	Vitamin C	0	Sodium	64 mg
Iron	.894 mg	Total Fat	3.07 g	Dietary Fiber	0
Calcium	12.9 mg	Saturated Fat	.87 g	Carbohydrate	0 g

06425 Soup; chicken, vegetable, canned

Serving: 1 cup

Calories	74.71	Vitamin A	265.1 RE	Cholesterol	9.64 g
Protein	3.62 g	Vitamin C	.96 mg	Sodium	944.72 mg
Iron	.87 mg	Total Fat	2.84 g	Dietary Fiber	.96 g
Calcium	16.97 mg	Saturated Fat	.84 g	Carbohydrate	8.58 g

1. Which nutrients are similar?

Chicken Breast:

Calories, Cholesterol, Vitamin C, Dietary Fiber

Soup:

Protein, Fat, Saturated Fat, Iron

2. Which nutrients are very different?

Chicken Breast:

Protein, Iron, Vitamin A, Sodium, Saturated Fat

Soup:

Calcium, Carbohydrate, Dietary Fiber, Cholesterol, Sodium

3. Would you question the accuracy of the analysis from the manufacturer?

Chicken Breast:

Yes. Too many large discrepancies.

Soup:

Possibly not. The difference could be in the amount of pasta in Dinosaur Soup.

T-2

Geech



Geech copyright 1985 Universal Press Syndicate. Reprinted with permission. All rights reserved.

Geech copyright Universal Press Syndicate. Reprinted with permission. All rights reserved.



T-4

Gumdrop



"THIS STUFF DOESN'T CONTAIN ANYTHING THAT'S GOOD FOR YOU... I BET IT TASTES GREAT!"

GUMDROP reprinted by permission of UFS, Inc.

Reprinted by permission of UFS, Inc.



Journal of the American Medical Association

Published Weekly
Subscription Office

535 North Dearborn Street, Chicago, Ill.

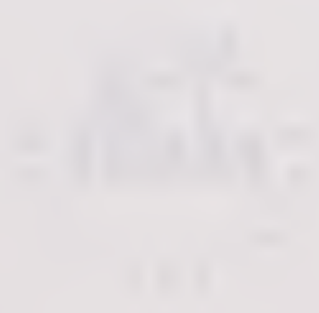
Published by the American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. Second-class postage paid at Chicago, Ill., and at additional mailing offices. Postmaster: Send address changes in U.S.A. to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 North Dearborn Street, Chicago, Ill. 60610. Outside U.S.A.: JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, P.O. Box 179, Geneva, Switzerland.

Copyright © 1967 by American Medical Association. All rights reserved. Reproduction of this journal for advertising or promotional purposes without written permission of the American Medical Association is prohibited. Reproduction of this journal for other than advertising or promotional purposes without written permission of the American Medical Association is prohibited.

Subscription prices: U.S.A. and possessions, \$12.00 per year in advance; Canada, \$14.00; Europe, \$18.00; Japan, \$22.00; elsewhere, \$20.00. Single copies, 35¢. Payment in advance. Please allow four to six weeks for change of address. Second-class postage paid at Chicago, Ill., and at additional mailing offices. Postmaster: Send address changes in U.S.A. to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 North Dearborn Street, Chicago, Ill. 60610. Outside U.S.A.: JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, P.O. Box 179, Geneva, Switzerland.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on July 10, 1967. Postage paid at Chicago, Ill., and at additional mailing offices. Postmaster: Send address changes in U.S.A. to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 North Dearborn Street, Chicago, Ill. 60610. Outside U.S.A.: JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, P.O. Box 179, Geneva, Switzerland.

Subscription prices: U.S.A. and possessions, \$12.00 per year in advance; Canada, \$14.00; Europe, \$18.00; Japan, \$22.00; elsewhere, \$20.00. Single copies, 35¢. Payment in advance. Please allow four to six weeks for change of address. Second-class postage paid at Chicago, Ill., and at additional mailing offices. Postmaster: Send address changes in U.S.A. to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 North Dearborn Street, Chicago, Ill. 60610. Outside U.S.A.: JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, P.O. Box 179, Geneva, Switzerland.



Lesson 7: ABCs of Menu Planning

Competencies

Participants will be able to:

1. Plan a weekly NuMenus lunch menu that meets the NuMenus program requirements and incorporates good menu planning techniques.
2. Plan a weekly lunch menu that meets Food Based Menus program requirements and incorporates good menu planning techniques.
3. Plan a weekly breakfast menu that meets NuMenus program requirements and incorporates good menu planning techniques.
4. Plan a weekly breakfast menu that meets Food Based Menus program requirements and incorporates good menu planning techniques.
5. Complete a menu production record for use by site staff in producing a daily menu for lunch and breakfast.



THE HISTORY OF THE UNITED STATES

OF THE

AMERICAN PEOPLE

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY

JOHN F. JOHNSON

OF THE

NEW YORK PUBLIC LIBRARY

ASTOR LENOX AND TILDEN FOUNDATIONS

NEW YORK

1900

THE HISTORY OF THE UNITED STATES

OF THE

AMERICAN PEOPLE

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY

JOHN F. JOHNSON

OF THE

NEW YORK PUBLIC LIBRARY

ASTOR LENOX AND TILDEN FOUNDATIONS

NEW YORK

1900



Lesson 7: ABCs of Menu Planning

Lesson 7

ABCs of Menu Planning

Slide 1

Basic Points to Good Menu Planning

Basic Points

- Driving force
- Management tool
- Knowledge required
- Cycle menus
- Variety
- Nutritional needs of children

Slide 2

Before beginning to use one of the new menu planning systems to actually plan menus, we need to review the basic tenets of good menu planning. No matter what menu planning system you use, you will begin by putting together foods into a plan that will result in a menu that is nutritious and appeals to students. These general points will be important for success in NuMenus, Assisted NuMenus and Food Based Menus.

Driving Force

The menu is the basis for all food service program activity. The menu drives the planning, purchasing, production, service, cleanup and nutrition education functions. Menu planning also provides an opportunity for nutrition education and for involving children, parents and teachers in the programs.

Notes

① Interest Building Strategy/Set

Show T-1, School Cafeteria

We would all like students to be excited about coming to eat our healthy school meals. Smart menu planning is the key to success.

② Review Competencies

③ Purpose

The purpose of this lesson is to review the basic steps for menu planning and learn to plan menus that meet the menu plan program requirements of NuMenus and Food Based Menus.

④ Transfer

If you tried to teach someone how to drive a car, it would be difficult to remember all of the steps you go through to actually drive. It is too automatic. You do not have to think about it. That is the way it will be when you plan menus using the new menu planning system you select. When you start, you will have to think about each step. But after a while, it will become automatic.

⑤ Instruction

Review the basic points to good menu planning.

Driving Force

- Planning
- Purchasing
- Production
- Service
- Cleanup
- Nutrition education

Slide 3

Management Tool

Successful management of the National School Lunch and School Breakfast Programs starts with menu planning. The menu is the management tool that controls these program functions:

Management Tool

- Compliance with federal regulations
- Nutrient content
- Meal acceptability
- Participation rates
- Food and labor costs

Slide 4

The menu must be planned to be in compliance with federal regulations and program requirements. The menu determines the nutrient content of the meal and the meal acceptability. The acceptability influences the participation rate. The menu also determines the food cost, and its complexity affects labor costs. The menu also controls:

Management Tool (cont'd)

- Food production
- Food purchasing
- Work scheduling
- Equipment use and needs
- Employee training needs

Slide 5

The menu controls what food production and purchasing must be done to produce the menu. The food production which must be done determines how the work is scheduled. The food to be produced

determines what the equipment use and needs are. Employee training needs are determined by what foods are on the menu and how they are prepared and served. The menu plan sets the food service program in motion and controls many of its functions.

Knowledge Required

The quality of the meals and the success of the program depend on the knowledge and skills of the menu planner. Menu planners need to know:

Knowledge Required

- Program purposes and goals, requirements and recommendations.
- Students' food preferences.
- Food costs and the amount of money available.
- Foods available for the menu planning period.

Slide 6

Knowledge Required (cont'd)

- The availability and experience of personnel.
- Kitchen layout, type and capacity of equipment.
- Food preparation and work scheduling.
- Food merchandising so that the meal will be accepted by the customer.

Slide 7

Cycle Menus

Cycle Menus

- Save time
- Increase efficiency
- Adapt for other grade/age groups
- Seasonal changes
- Special events
- Training
- Promotion

Slide 8

Using cycle menus developed for breakfast and lunch for any of the menu planning systems will save time and increase efficiency. A cycle menu

Notes

will not only save time for the grade or age group for which it is planned, but with changes in portion size, the cycle may be adjusted for use for another grade or age group.

To avoid repetition in a cycle menu, changes may be made to incorporate seasonal variations and special events into the cycle. It also allows USDA commodities to be included. This is still easier than starting over every month.

In NuMenus and Assisted NuMenus, there are steps to do before actually completing your plan and analyzing the menu. These steps include entering the recipes and vendor nutrient analyses for menu items you intend to use as well as the RDA age or grade group. In Food Based Menus, there are also steps to do before completing your planned menu. Calculations must be done to ensure that the correct quantities of food to be purchased and prepared are known for each food component and item. Using a cycle menu can save time on these preliminary steps from month to month, leaving more time for training staff and promoting healthful changes for NuMenus and Food Based Menus.

Variety

Variety

- Plan variety
- Offer choices
- Avoid repetition

Slide 9

Variety in the menu encourages consumption of healthy foods. Choices in meal components should be provided whenever possible. Offer students a selection of foods and types of milk from which to choose.

To increase food consumption and participation in schools that do not offer choices each day, no one meat or form of meat should be served more than three times in a week. ("Form of meat" refers to ground, sliced, pieces, etc.)

Notes

A list of all of the school's recipes, vendor products and other program foods should be made for planning purposes. There is a tendency to repeat the same items rather than offering all of the available items occasionally.

Lunch, breakfast and special meal menus should be coordinated in order to avoid serving the same food at different meals.

Nutritional Needs of Children

Nutritional Needs of Children

- Adjust portion size
- Minimize waste

Slide 10

Adjust Portion Size

Adjust the portion size for the various age or grade levels of children, whether you are using NuMenus or Food Based Menus. As mentioned under cycle menus, if you have planned a basic cycle menu for one age group, you may change the portion sizes to meet the nutritional needs and/or program requirements of another age group.

Minimize Waste

When portion sizes are adjusted, food waste with younger students will be minimized. Portion sizes that are too large discourage young children from eating. Portion sizes that are too large also may lead to overeating.

Notes

The ABCs of Menu Planning

Notes

The ABCs of Menu Planning

1. Collect menu resources
2. Select the grade or age group
3. Determine number of choices
4. Evaluate starting point
5. Determine a time period
6. Select the entree or main course
7. Select the other menu item(s)
8. Provide fluid milk choices
9. Meet nutrition goals
10. Evaluate

Slide 11

1. Collect menu resources

There are many menu resources available to menu planners, including their own old menus. In addition, recipe files such as the USDA *Quantity Recipes for School Meals*, food trade journals, menu sales history, production records, inventory records and a list of USDA commodities will all help provide ideas. The menu planners will also need the program requirements for the menu planning system they are using as well as the USDA *Food Buying Guide*. Another important resource is the school calendar with important dates.

In addition to these resources, the USDA *Menu Planning Guide* and the *Tool Kit for Healthy School Meals* which has a selection of healthy recipes and information on how to use and market them in your school are useful

2. Select the grade or age group

First select the grade or age group to plan for based on the grades in the school or group of schools for which the menu is planned. The grade or age group selected will determine the type of menu items and the appropriate portion sizes. Later, the portion sizes may be adjusted for other grades or age groups, or as needed to meet program requirements.

3. Determine number of choices

Determine the number of choices that will be offered for each food item or component for Food

Based on each menu item for NuMenus. Providing choices and variety is an important concept whether planning the meat or meat alternate entrees or the grains/breads item for breakfast or vegetables/fruits for lunch.

The number of choices you offer in each category depends on your own operation. Look for a balance in cost, nutrients and equipment usage, as well as the labor needed to prepare each item. You may start by adding one or more entrees and then adding a selection of side dishes that complement the entree choices. This approach is appropriate for any of the menu planning systems. An example is shown below:

Today's menu for Our Town Elementary

Select one entree:

- Hamburger on a Bun
- Baked Chicken with Whole Grain Roll
- Beef & Bean Burrito with Salsa

Select two side dishes:

- Lettuce, Tomato, Pickle
- Green Salad with Lowfat Dressing
- Watermelon Wedge
- Peach Crisp
- Seasoned Peas
- Oven Baked French Fries

Select one milk:

- Nonfat Milk
- Nonfat Chocolate Milk
- 1% Lowfat Milk
- Whole Milk

Offering choices has the added benefit of allowing the introduction of new foods without the usual drop in participation. Letting students "take a taste" of a new menu offering is the ideal way to introduce students to a wider variety of menu selections.

Offering choices at sites where Offer versus Serve is in place encourages students to select foods they intend to eat. Offering choices does not need to be extensive: even two choices gives students the

Notes

opportunity to express their individual preference and increases the likelihood that a full meal will be selected.

4. Evaluate your starting point

Start by looking at your current menus, purchased products, recipes and preparation techniques.

For NuMenus, analyze and evaluate how well your menus meet the Nutrient Standards. What areas need attention? Which areas are okay? What will you be trying to do as you modify your old menus for NuMenus?

- Do you need to reduce fat?
- Do you need to increase calories?
- Are you low on any of the key nutrients being analyzed?

For Food Based Menus, review the number of servings of grains/breads and vegetables/fruits on the menus you were serving. Which areas are okay? Will you need to modify your old menus for Food Based Menus?

- Do you need more servings of grains/breads?
- Do you need more or larger quantities of vegetables/fruits?

5. Determine a time period

The nutrition goals for all three menu planning systems are set for a period of one school week, which is most often five days. The menu planner should plan menus by the week.

For the purpose of nutrient analysis, combine any week with less than three consecutive days with either the prior week or the coming week.

For Food Based Menus, the menu planner needs to keep in mind the weekly minimum servings for certain food items; for Food Based Menus, a "week" is five days, with the weekly requirements adjusted accordingly.

In addition, the menu planner may select a timeframe for a cycle menu. The timeframe can be one, four or any other number of weeks that works for the individual operation.

Notes

6. Select the entree for lunch or the main course for breakfast

The meat or meat alternate usually sets the scene for the rest of the lunch menu and sometimes for the breakfast menu. It may be the determining factor as to whether students elect to eat that day. Therefore, careful planning of the meat or meat alternate can improve participation.

The meat or meat alternate is usually a part of the entree or main course for lunch. The entree may also include grains/breads or vegetables/fruits. Although there is not an entree at breakfast, there is usually a grains/breads or meat or meat alternate item that is the main course or focus of the breakfast just as the entree is the main course or focus for lunch.

7. Select the other menu item(s)

Select other menu items that complement the entree or main course.

Contrast

This is the opportunity to add color and texture as you plan the other menu items in the meal. To add color, use bright fruits and vegetables or a colorful dessert item. To add texture, use crisp, firm foods.

Examples:

- Use a green salad or raw vegetable sticks with a soft burrito.
- Use a hard roll or a slice of whole-grain bread with spaghetti and sauce.

Balance

Balance in "weight" and "flavor" can also be achieved as the other menu items are added. If the first menu item planned is heavy, plan a light vegetable or a dessert such as fresh fruit. If the entree or main course is light, add a higher calorie food such as a healthy baked dessert or a cooked vegetable such as potatoes or corn.

To balance flavor, use a combination of mild and strong flavored foods. Too many foods with strong flavors in the same meal may result in an unacceptable meal.

Notes

Variety in Shapes and Sizes

Another opportunity for creating appealing menus is with shapes and sizes. Consider a meal with fish sticks, oven-baked french fries, carrot sticks and a banana. All of the above foods have a similar shape. Presenting foods in several different shapes appeals to children: baked chicken leg, potato rounds, carrot sticks and a watermelon wedge.

Color

The last but perhaps one of the most important considerations is color. Consider the menu with the fish sticks. Not only was every menu item the same shape, they were also in the same color family. It helps to use at least two colorful foods in each menu. Vegetables and fruits are a natural way to add eye appeal. It helps to add a bright colored food to one with little or no color. For example, add a slice of tomato to a potato salad or put a fresh grape or strawberry on a dish of diced pears or peaches. A dash of cinnamon or paprika can be used to achieve the same effect.

8. Provide fluid milk choices

Lowfat milk options should be available every day.

9. Meet nutrition goals

The challenge of meeting the nutrition goals, including meeting the calories and key nutrients of the Recommended Dietary Allowances and meeting the Dietary Guidelines for Americans should also be considered as menus are planned. All of the points learned in Lesson 4: Dietary Guidelines as Applied to Children, and Lesson 5: Standardized Recipes and Preparation Techniques should be incorporated as menus are planned. The ultimate goal is to reduce fat, saturated fat and cholesterol while maintaining calories and nutrient levels.

10. Evaluate

In Lesson 9: Nutrient Analysis, you will learn how to analyze and adjust the menu to meet the Nutrient Standards. Menu planners using NuMenus will analyze and adjust their menus before the

planning is complete. Food Based Menus will be analyzed and evaluated during state monitoring.

Menu planners using Food Based Menus will evaluate their menus to ensure that the correct food components and servings of food items are included.

Notes

NuMenus

In addition to the general rules for menu planning, menu planners using the NuMenus system must incorporate special points:

Special Points for NuMenus

1. School site menu versus centralized menu
2. Three menu items for lunch
3. Three menu items for breakfast
4. Standardized recipes and preparation techniques

Slide 12

Special Points for NuMenus

5. Processed foods analysis
6. Include condiments
7. Projected servings
8. Alternate foods for meals

Slide 13

- 1) School site menu versus centralized menu
- 2) Three menu items for lunch
 - Entree
 - Fluid milk
 - Other item(s), except foods of minimal nutritional value
- 3) Three menu items for breakfast
 - Fluid milk as a beverage
 - Two other items, except foods of minimal nutritional value
- 4) Standardized recipes and preparation techniques
- 5) Processed foods analysis
- 6) Include condiments
- 7) Projected servings
- 8) Alternate foods for meals

School Site versus Centralized Menus

If all schools in a grade or age group follow the same centralized menu, the menu planner may plan and analyze just one menu for each group. If each

school is allowed to select its own menu, then menu planning and analysis will need to be done for each school site.

If schools are used to planning their own menus, an interim step might be to plan part of the menu centrally and then let each school add to the basic menu. For example, if your secondary schools offer 10 entrees, you might get them to agree to have a centralized menu for six of them and have them add four of their own choices. This allows for flexibility within local schools, but still saves data entry time over totally individual menus.

When projecting servings and portion sizes for each menu item and condiment, count all schools for a centralized menu or each individual school for individualized school site menus.

Lunch

In NuMenus, a lunch consists of a minimum of three menu items instead of five food items as with the traditional meal pattern and Food Based Menus. Although specific foods are not required for NuMenus, it is recommended that a variety of foods be included each day.

Three menu items:

1. Entree
2. Fluid milk, served as a beverage
3. Any other food except a food of minimal nutritional value

The menu probably will not look that much different than the traditional menu since three items will probably not provide the required nutrients and calories.

Standardized Recipes and Preparation Techniques

For every menu item in NuMenus which contains more than one ingredient or has preparation involved, there must be a standardized recipe or standardized preparation technique in place. Menu planners should identify the standardized recipe or preparation technique as they plan the menu to ensure that the food planned is the food served.

Notes

Use T-2, Centralized versus Individualized Menus to show an example of this concept.

Processed Foods Analysis

For every processed food on the menu, the nutrient analysis must either be in the NNDCNP or the analysis must be entered into the local database. For information on how to obtain or find the analysis, see Lesson 8: Nutrient Databases and Software for Child Nutrition Programs. Menu planners should identify the processed food by manufacturer and code number to ensure that the correct processed food is purchased and served as analyzed in the nutrient analysis.

(Note: CN Label no longer helpful since there are no component requirements.)

Condiments

Condiments such as mustard, catsup, jelly, salad dressing and gravy are not counted as being a menu item in NuMenus. But all foods count toward the nutrient analysis when it is time to analyze and adjust the planned menu. The only exception is foods of minimal nutritional value not included in a menu item. Therefore, menu planners must include the projected servings and portion sizes of all condiments in their menu plan.

For example, if a packet of catsup (9 grams) is made available for hamburgers, the menu should include the projected number of packets historically served.

These foods were extras and not accounted for in the traditional meal pattern, but with NuMenus they must be included in the nutrient analysis.

Projected Servings

NuMenus are analyzed for nutrients based on the projected servings of each menu item and condiment. By giving more weight to menu items that are selected more often, the analysis will give an accurate picture of how well the menu is in compliance with the nutrition goals. It will be easy to see which menu items could be modified or replaced to make a large impact on the nutritional value of the meal. The menu planner will have an

Notes

ongoing view of the nutritional content of the meal as consumed by the students.

Menu planners need access to historical records of food selections in order to project future servings for the menu items and condiments. An example would be the prior menu production records.

Alternate Foods for Meals

The USDA approved alternate foods for meals may be used for NuMenus as explained in Lesson 3: Program Requirements – NuMenus and Assisted NuMenus.

Notes

⑥ Guided Practice

Activity: NuMenus Lunch and Breakfast

Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for NuMenus just covered. Have each group select a recorder and reporter.

The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.

The reporter will report the menu to the group.

Lead the entire group through a quick check on the menus using the general principles and the special points for NuMenus.

Food Based Menus

Menu planners using Food Based Menus must incorporate these special points:

Special Points for Food Based Menus

1. Menu plan for lunch
2. Menu plan for breakfast
3. Alternate foods for meals
4. Standardized recipes and preparation techniques
5. Child Nutrition Labels
6. Condiments list

Slide 14

Menu Plan for Lunch

Menu planning for Food Based Menus will be similar to the traditional menu pattern. See Appendices A and B. Menu planners must concentrate on the changes.

Principal Differences

Two required Grade Groups

Lunch Quantities for Grades 7-12

- 1 cup vegetables/fruits per day
- 15 servings of grains/breads per week

Lunch Quantities for Grades K-6

- 3/4 cup vegetables/fruits per day plus 1/2 cup per week
- 12 servings of grains/breads per week

Lunch Quantities for Option K-3

- 3/4 cup vegetables/fruits per day
- 10 servings of grains/breads per week

Allows one grains/breads serving per lunch of grain-based dessert

Slide 15

Notes

⑥ Guided Practice

Activity: Food Based Menus

Lunch and Breakfast

Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for Food Based Menus just covered. Have each group select a recorder and reporter.

The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.

The reporter will report the menu to the group.

Lead the entire group through a quick check on the menus using the general principles and the special points for Food Based Menus.

Menu Plan for Breakfast

Menu planning for Food Based Menus for breakfast has not changed with one exception. There is now a recommended menu plan for grades 7-12 with one additional grains/breads serving per day. See Appendix B for breakfast menu plan.

Standardized Recipes and Preparation Techniques

Serving the correct portion sizes as detailed in the menu plan is critical to the success of Food Based Menus in meeting the nutrition goals. The type of preparation is also critical as we learned in Lesson 5: Standardized Recipes and Preparation Techniques. Although menu planners are not required to analyze their menus themselves, they will be analyzed during state monitoring. Therefore, standardized recipes and preparation techniques are also strongly recommended for Food Based Menus.

Child Nutrition Labeling Program

The rules regarding the Child Nutrition Labeling Program remain the same as for the traditional meal pattern.

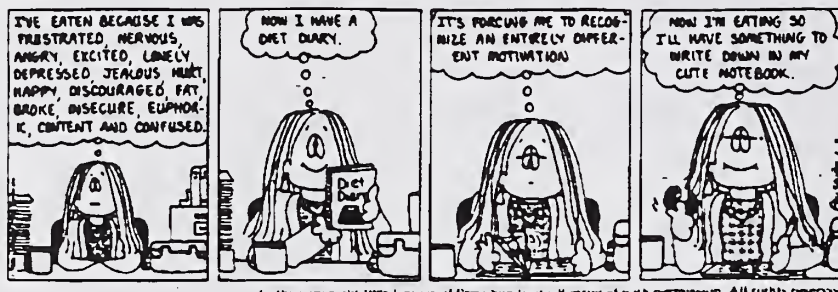
Condiments

Condiments such as mustard, catsup, jelly, salad dressing and gravy are not counted as being a food item in Food Based Menus. But all foods count toward the nutrient analysis when it is time to analyze and adjust the planned menu. The only exception is foods of minimal nutritional value not included in a menu item. Therefore, menu planners should include the projected servings and portion sizes of all condiments for use by the state agency during their review and nutrient analysis of menus.

Notes

Menu Production Records

Cathy



Cathy copyright 1996 Universal Press Syndicate. Reprinted with permission. All rights reserved.

1

The menu production record is a valuable tool in the menu planning process. It serves the dual purpose of demonstrating compliance with program requirements and communicating the menu to staff.

Menu Item Used and Form

Listing the menu item to be used and its form is the first step in effectively communicating the menu to the staff and providing a means for them to record the foods actually prepared and served.

With the traditional meal patterns, the condiments were disregarded. Because the nutrient analysis for all of the menu systems will include the condiments, it is essential that menu planners list them on the menu production records.

Recipe or Product

In the Recipe or Product column, the menu planner communicates the recipes and products that were planned to meet the Nutrient Standards for NuMenus or the food component/food items requirements for Food Based Menus.

The nutrient analysis for recipes and purchased products with the same name may be very different. The servings of food components to be credited for Food Based Menus may also vary. Therefore, it is critical to specify the recipes and products used. If the preparer or server uses another recipe or product, the **menu plan** may meet the Nutrient Standards or

Notes

Show T-3, Cathy cartoon

Keeping good records is important for individuals trying to diet. For CNPs it is critical to document compliance.

Use T-4, Appendix C: Menu Production Record to emphasize the points. Fill in the transparency using the examples given.

NuMenus

A recipe must be used for any food or menu item with more than one ingredient or any preparation.

¹ Cathy copyright Cathy Guisewite. Reprinted with permission of Universal Press Syndicate. All rights reserved.

the Food Based Menus plan, but the **food served** will not.

Person Responsible

The menu production record may also be used as a management tool by scheduling the personnel responsible for a menu item. Using the same piece of paper for many functions is efficient and economical.

Age or Grade Group

If menus for more than one age or grade group at the same site or for a centralized menu are being planned, the menu planner may indicate the age or grade groups on one menu production worksheet. For any menu items to be adjusted, the recipes and products, the adjusted portion sizes and the age or grade group must all be listed.

Portion Size

The portion size indicated on the recipe or the purchased product case may not be available to the server. Listing the portion size on the menu production record is a safeguard to ensure that the correct portion size is served as well as planned and prepared.

Projected Servings

The projected servings are important for both NuMenus and Food Based Menus. Projecting the servings is the first step in determining how much food to order and how much time to plan for preparation and equipment usage. For NuMenus, projected servings are a part of the weighted nutrient analysis.

Amount of Food Used

Site staff must keep records verifying that the planned menu was actually prepared and served. The menu production record is the management tool for doing that. Site staff record the number of servings used for recipes and products and the amount of food used for menu items such as sliced peaches.

Notes

This form is a sample only and you may use any form that provides the necessary information.

⑥ Guided Practice

Activity

Appendix D: Menu Production Worksheet

In the same groups as used to plan the menus, assign each group a type of menu, 1-4, and have them prepare a week's worth of menu production worksheets for use by staff. Circulate to help them. (Application of USDA's *Food Buying Guide*.)

1. NuMenus Breakfast
2. NuMenus Lunch
3. Food Based Breakfast
4. Food Based Lunch

Discuss with the group any problems encountered. Ask if they have any questions.

⑦ Individual Practice

None

Actual Servings

Site staff must record the number of servings of each item that were actually served to students, adults and as à la carte sales to students. The menu production record serves as an historical record of production. This information is helpful for future menu planning no matter which menu planning system is being used.

For NuMenus, the information on actual student servings must be available during the menu planning and adjustment process. Menus are analyzed using a weighted analysis based on the projected servings.

Future menu cycles should reflect any significant differences between the projected servings and the actual servings. For Food Based Menus, the information retrieved from the menu production records for the time period of the review will be used for the state-conducted nutrient analysis.

Leftovers

Site staff may record leftovers on the menu production record. In some schools they also record whether they are to be frozen for use later or incorporated into the menu in the next few days. It is important to be able to track the source of leftovers.

Leftovers and Substitutions (NuMenus)

Menu planners for NuMenus have two additional columns in the first of which they may record when leftovers are used again or a substitution is made.

Reanalysis Required (NuMenus)

After reviewing the menu production records, the menu planner or site staff may identify those situations where use of leftovers and substitutions trigger a reanalysis.

Notes

⑧ Closure

Remember that menu planning is done in basically the same way for any menu planning system because the customers are the same and have the same expectations as to what a meal should look like. There is more flexibility in planning menu items and portion sizes with NuMenus, but there are also many similarities in the steps for all of the systems.

⑨ Back on the Job...

Follow the ABCs to menu planning and you will be successful with whatever menu planning system you select.

Appendix A: Food Based Menus Meal Plans

Lunch

Minimum Quantities for Food Based Menus Lunch					
Meal Component	Required for				Option for
	Ages 1-2	Preschool	Grades K-6	Grades 7-12	Grades K-3
Milk (as a beverage)	6 fl. oz.	6 fl. oz.	8 fl. oz.	8 fl. oz.	8 fl. oz.
Meat or Meat Alternate (quantity of the edible portion as served)					
Lean meat, poultry or fish	1 oz.	1 1/2 oz.	2 oz.	2 oz.	1 1/2 oz.
Cheese	1 oz.	1 1/2 oz.	2 oz.	2 oz.	1 1/2 oz.
Large egg	1/2	3/4	1	1	3/4
Cooked dry beans or peas	1/4 cup	3/8 cup	1/2 cup	1/2 cup	3/8 cup
Peanut butter or other nut or seed butters	2 Tablespoons	3 Tablespoons	4 Tablespoons	4 Tablespoons	3 Tablespoons
The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above:					
Peanuts, soynuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry or fish).	1/2 oz. = 50%	3/4 oz. = 50%	1 oz. = 50%	1 oz. = 50%	3/4 oz. = 50%
Vegetables/Fruits (2 or more servings of vegetables or fruits or both)	1/2 cup	1/2 cup	3/4 cup plus extra 1/2 cup over a week ¹	1 cup	3/4 cup
Grains/Breads Must be enriched or whole grain. A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or 1/2 cup of cooked rice, macaroni, noodles, other pasta products or cereal grains.	5 servings per week ¹ Minimum of 1/2 per day ²	8 servings per week ¹ Minimum of 1 per day ²	12 servings per week ¹ Minimum of 1 per day ²	15 servings per week ¹ Minimum of 1 per day ²	10 servings per week ¹ Minimum of 1 per day ²

¹ For the purposes of this chart, a week equals five days

² Up to one grains/breads serving per day may be a dessert.

Appendix B: Food Based Menus Meal Plan – Breakfast

Breakfast

Minimum Quantities for Food Based Menus Breakfast				
Required for				Option for
	Ages 1-2	Preschool	Grades K-12	Grades 7-12
<i>Meal Component</i>				
Milk (Fluid) (As a beverage, on cereal or both)	1/2 cup	3/4 cup	8 fl. oz.	8 fl. oz.
Juice/Fruit/Vegetable Fruit and/or vegetable; or full-strength fruit juice or vegetable juice.	1/4 cup	1/2 cup	1/2 cup	1/2 cup
Select <u>one</u> serving from each of the following components or <u>two</u> from one component:				
Grains/Breads One of the following or an equivalent combination: Whole grain or enriched bread Whole grain or enriched biscuit/roll, muffin, etc. Whole grain, enriched or fortified cereal	1/2 slice 1/2 serving 1/4 cup or 1/3 oz.	1/2 slice 1/2 serving 1/3 cup or 1/2 oz.	1 slice 1 serving 3/4 cup or 1 oz.	1 slice 1 serving 3/4 cup or 1 oz. <u>Plus</u> an additional serving of one of the grains/breads above
Meat or Meat Alternates: Meat/poultry or fish Cheese Egg (large) Peanut butter or other nut or seed butters Cooked dry beans and peas Nut and/or seeds (as listed in program guidance) ¹	1/2 oz. 1/2 oz. 1/2 1 Tablespoon 2 Tablespoons 1/2 oz.	1/2 oz. 1/2 oz. 1/2 1 Tablespoon 2 Tablespoons 1/2 oz.	1 oz. 1 oz. 1/2 2 Tablespoon 4 Tablespoons 1 oz.	1 oz. 1 oz. 1/2 2 Tablespoon 4 Tablespoons 1 oz.

¹ No more than 1 oz. of nuts and/or seeds may be served in any one meal.

NuMenus Menu Production Record (sample)

Site _____ Meal Date _____

Signature _____

* Must be same as planned. Use separate line if adjusted for age.
 ** Based on USDA Food Buying Guide or Recipe or NNDCNP item.

MENU

[illegible]

MENU

[illegible]

Signature _____

- * Must be same as planned. Use separate line if adjusted for age.
 ** Based on USDA Food Buying Guide or Recipe or NNDCNP item.

[illegible]

Production Record – NuMenus

School _____

OVS _____

Date _____

Yes No

Menu	Food Used and/or Recipe # (Check if USDA)	Planned # Portions				Serving Size		Total Prepared (# svg., lbs, cans)	Estimated Amount Leftover	X if Leftover or Substitution	X if Must Reanalyze	
		Age-Grade	Age-Grade	Age-Grade	Adult	à la Carte						
Entree(s)												
Other Item(s)												
Milk												
Actual # Reimbursable Meals Served:		Actual nonreimbursed Meals Served:						Extra Items/Sales:				
Age/Grade	:	Adults:						Milk	1/2 pints and/or \$			
Age/Grade	:	Prog. Adults:						Other items	# items and/or \$			
Age/Grade	:	Total:										
Total:												

Appendix C: Menu Production Record

Production Record – Food Based

School _____

OVS _____

Date _____

Yes No

Menu	Food Used and/or Recipe # (Check if USDA)	Planned # Portions			Serving Size		Total Prepared (# svg., lbs, cans)	Estimated Amount Leftover	X if Leftover or Substitution
		Age- Grade	Age- Grade	Age- Grade	Adult à la carte				
Meat/Meat Alternate									
Vegetables/ Fruits									
Bread/Dessert									
Other Item(s)									
Milk									
Actual # Reimbursable Meals Served:		Actual nonreimbursed Meals Served				Extra Items/Sales:			
Age/Grade _____ : _____		Adults: _____				Milk _____ 1/2 pints and/or \$ _____			
Age/Grade _____ : _____		Prog. Adults: _____				Other _____			
Age/Grade _____ : _____		Total: _____				# items and/or \$ _____			
Total: _____									

UNEM

Signature _____

* Must be same as planned. Use separate line if adjusted for age.
 ** Based on USDA Food Buying Guide or Recipe or NNDCNP item.

[illegible]

MENU

Signature _____

**** Based on USDA Food Buying Guide or Recipe or NNDCNP item.**

[illegible]

Appendix E: Sample Computer-Generated Menu Production Worksheets

LUNCHBYTE SYSTEMS, INC.

800-724-9853

PRODUCTION PLAN: Elementary Lunch

-- Recipe -- No. Name		Source	Portion Size	Planned Quantity	Planning Details
MONDAY - 02/06/95		Total -->		250	
00146	BEEF STEW	USDA D-14	1 CUP	250	
00199	ROLLS: scratch(Yeast)	USDA B-16	EACH 2 oz.	250	
00221	BUTTER: individual		PAT	250	
00247	APPLESAUCE:cnnd,unswtnd,+vit C		1/2 CUP	250	
00489	MILK - Variety		HALF PINT	250	
TUESDAY - 02/07/95		Total -->		260	
00111	CHICKEN SALAD SANDWICH	USDA E-5	SERVING	260	
00256	BROCCOLI,raw: fresh		3/8 CUP	260	
00477	GRAPES,Fresh		3/8 CUP	260	
	MILK - Variety		HALF PINT	260	
	RICE PUDDING	USDA C-15	1/2 SCOOP	260	
WEDNESDAY - 02/08/95		Total -->		250	
00140	TACO SALAD	USDA E-10	SERVING	250	
00478	MEXICALI CORN	USDA I-12	1/4 CUP	250	
00188	CORNBREAD	USDA B-9	EACH	250	
00068	BAHANAS		EACH	250	
00489	MILK - Variety		HALF PINT	250	

This is a sample of the *Production Planning Report*. This report shows the menu for each day along with the portion size and the planned quantities.

Production Planning & Records

Component Style Production Record (Sample Report)

DAILY PRODUCTION RECORD

SCHOOL: 001 - GEO. WASHINGTON ELEMENTARY

STUDENTS Plan: 375 Actual: _____

Elementary K-3 : MONDAY - 01/02/95

ADULTS Plan: 0 Actual: _____

SIGNATURE: _____

TOTAL Plan: 375 Actual: _____

Recipe/Ingredient	Meal Pattern	SERVINGS Planned	Actual	Quantity to Prepare	LEFTOVERS / COMME
-------------------	-----------------	---------------------	--------	---------------------	-------------------

MEAT/ALTERNATE

BEEF GROUND ,75/25 Raw-to Cook & Drain.....	2 oz.	375		48 2/3 LB, raw wgt	
---	-------	-----	--	--------------------	--

FRUIT/VEGETABLE

TOMATOES, CRUSHED, CANNED, HEATED.....	1/8 cup	375		3 7/8 #10 CANS	
TOMATO PASTE, CANNED, W/SALT.....	3/4 3/4 C	375		1 1/2 #10 CAN	
LETTUCE, ICEBERG, FRESH.....	3/8 cup	350		23 1/3 LBS	
BEANS, GREEN, CANNED, DRAINED.....	3/8 cup	285		107 CUPS	

BREAD/ALTERNATE

SPAGHETTI, DRY, ENRICHED.....	2 srv.	375		17 1/4 LBS	
FLOUR, ALL PURPOSE WHITE, ENRICHED, BLEACHED....	2 srv.	400		30 LBS	

MILK

MILK 2% LOWFAT.....	8 FL OZ	400		400 CUPS	
---------------------	---------	-----	--	----------	--

OTHER

TODAY'S MENU:

375 SPAGHETTI AND MEAT SAUCE.....3/4 3/4 CU
350 SALAD, TOSSED: no dressing.....1/2 CUP
400 MILK, 2% Lowfat.....HALF PINT

400 ITALIAN BREAD: scratch.....SLICE
285 GREEN BEANS: canned.....3/8 CUP

Instruction for using the Component Style Production Records begin on page 6-11.

Appendix F: Instructor Outline

Lesson 7: ABCs of Menu Planning

Lesson Time

Approximately 2 hours

Equipment

- ✓ Slide projector
- ✓ 2 screens
- ✓ Overhead projector

Materials

- ✓ Slides
- ✓ Activity – Appendix D: NuMenus Menu Production Worksheet
- ✓ Activity – Appendix E: Food Based Menu Production Worksheet
- ✓ Transparencies:
 - T-1 School Cafeteria
 - T-2 Centralized versus Individualized Menus
 - T-3 Cartoon: Cathy
 - T-4 Appendix C: NuMenus Menu Production Record
- ✓ Blank overhead transparency sheets
- ✓ Pens for overhead transparency sheets

Lesson Plan Outline

1. Interest Building Strategy/Set
 - a) Show T-1, School Cafeteria
We would all like students to be excited about coming to eat our healthy school meals. Smart menu planning is the key to success.
2. Review Competencies
3. Purpose
 - a) The purpose of this lesson is to review the basic steps for menu planning and learn to plan menus that meet the menu plan program requirements of NuMenus and Food Based Menus.
4. Transfer
 - a) If you tried to teach someone how to drive a car, it would be difficult to remember all of the steps you go through to actually drive. It is too automatic. You do not have to think about it. That is the way it will be when you plan menus using the new menu planning system you select. When you start, you will have to think about each step. But after a while, it will become automatic.
5. Instruction
 - a) Review the basic points to good menu planning.
 - i) Driving force
 - ii) Management tool
 - iii) Knowledge required
 - iv) Cycle menus
 - v) Variety
 - vi) Nutritional needs of children
 - b) Discuss the ABCs of menu planning
 - i) Collect menu resources
 - ii) Select the grade or age group
 - iii) Determine the number of choices
 - iv) Evaluate your starting point
 - v) Determine a time period
 - vi) Select the entree for lunch or main course for breakfast
 - vii) Select the other menu item(s)
 - viii) Provide fluid milk choices

- ix) Meet nutrition goals
- x) Evaluate
- c) Discuss the special points for NuMenus
 - i) School site menu versus centralized menu
 - ii) Three menu items for lunch
 - iii) Three menu items for breakfast
 - iv) Standardized recipes and preparation techniques
 - v) Processed foods analysis
 - vi) Include condiments
 - vii) Projected servings
 - viii) Alternate foods for meals
- d) Discuss the special points for Food Based Menus
 - i) Menu plan for lunch
 - ii) Menu plan for breakfast
 - iii) Alternate foods for meals
 - iv) Standardized recipes and preparation techniques
 - v) Child Nutrition Labels
 - vi) Condiments list
- e) Review the use of menu production records as a management tool.

6. Guided Practice

- a) Activity: NuMenus Lunch and Breakfast
 - i) Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for NuMenus just covered. Have each group select a recorder and reporter.
 - ii) The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.
 - iii) The reporter will report the menu to the group.
 - iv) Lead the entire group through a quick check on the menus using the general principles and the special points for NuMenus.
- b) Activity: Food Based Menus
 - i) Lunch and Breakfast

- ii) Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for Food Based Menus just covered. Have each group select a recorder and reporter.
 - iii) The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.
 - iv) The reporter will report the menu to the group.
 - v) Lead the entire group through a quick check on the menus using the general principles and the special points for Food Based Menus.
 - c) Activity – Appendix D: Menu Production Worksheet
 - i) In the same groups as used to plan the menus, assign each group a type of menu, 1-4, and have them prepare a week's worth of menu production worksheets for use by staff. Circulate to help them. (Application of USDA *Food Buying Guide*.) If time is short, just demonstrate.
 - a) NuMenus Breakfast
 - b) NuMenus Lunch
 - c) Food Based Breakfast
 - d) Food Based Lunch
 - ii) Discuss with the group any problems encountered. Ask if they have any questions.
7. Individual Practice
- a) None
8. Closure
- a) Remember that menu planning is done in basically the same way for any menu planning system because the customers are the same and have the same expectations as to what a meal should look like. There is more flexibility in planning menu items and portion sizes with NuMenus, but there are also many similarities in the steps for all of the systems.
9. Back on the Job...
- a) Follow the ABCs of menu planning and you will be successful with whatever menu planning system you select.

10. Appendices

- a) Appendix A: Food Based Menus Meal Plans – Lunch
- b) Appendix B: Food Based Menus Meal Plans – Breakfast
- c) Appendix C: Sample Menu Production Records
- d) Appendix D: Activity: Menu Production Record
- e) Appendix E: Sample Computer-Generated Menu Production Worksheets
- f) Appendix F: Instructor Outline

T-1



T-2

Monday, Week 1, Cycle 2

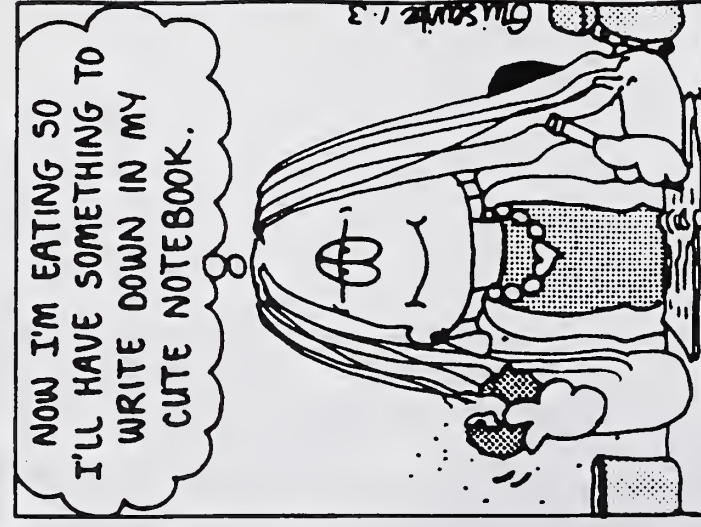
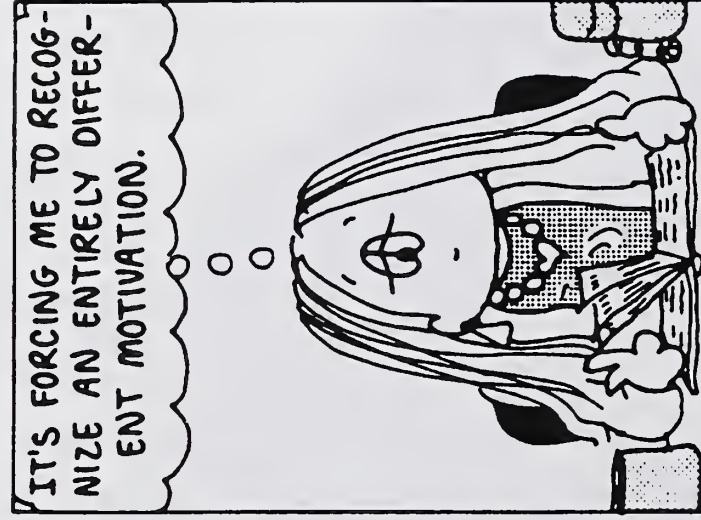
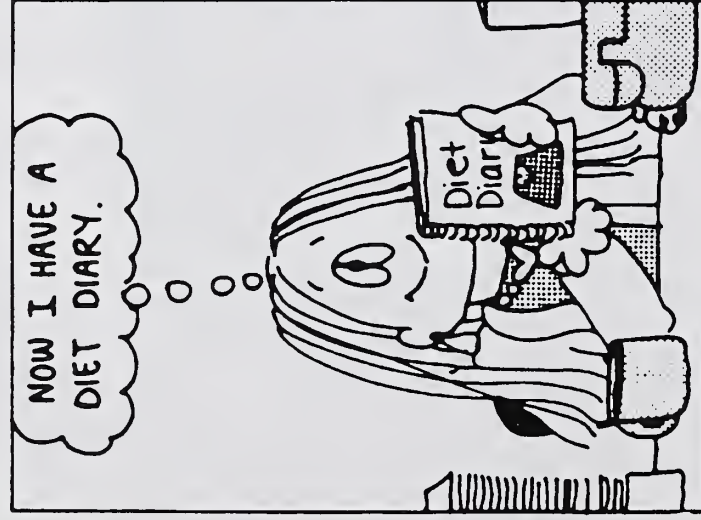
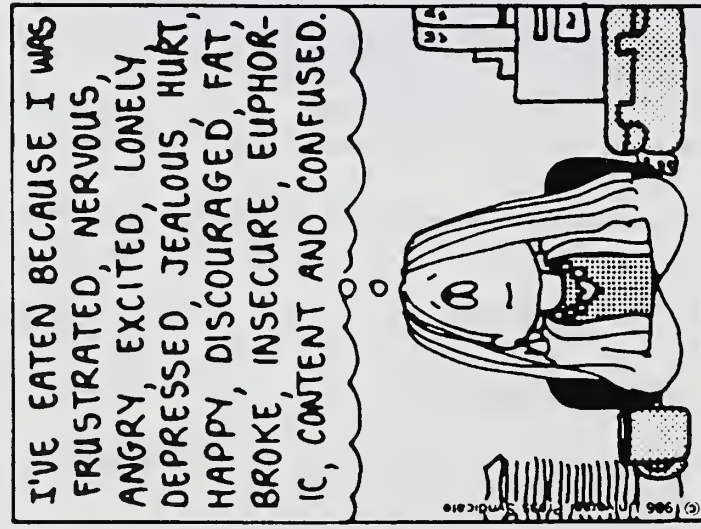
Park High School	Central High School	Evergreen High School	Forest High School
Select One			
Hamburger	Hamburger	Hamburger	Hamburger
Submarine	Submarine	Submarine	Submarine
Burrito	Burrito	Burrito	Burrito
Grilled Cheese	Grilled Cheese	Grilled Cheese	Grilled Cheese
Hot Dog	Hot Dog	Hot Dog	Hot Dog
Turkey Sandwich	Turkey Sandwich	Turkey Sandwich	Turkey Sandwich
___ Cheese Pizza	___ Veggie Pizza	___ Pepperoni Pizza	___ Cheese Pizza
___ Roast Beef Sandwich	___ Turkey Supreme	___ Lasagna	___ Pork Enchilada
___ Chicken On Bun	___ Macaroni & Cheese	___ Ham & Cheese Hoagie	___ Pastrami Hoagie
___ Spaghetti	___ Banana	___ Chef's Salad	___ Spiral Spaghetti

Select two			
Oven Baked Fries	Oven Baked Fries	Oven Baked Fries	Oven Baked Fries
Apple	Apple	Apple	Apple
Orange	Orange	Orange	Orange
Banana	Banana	Banana	Banana
Green Salad	Green Salad	Green Salad	Green Salad
___ Sliced Peaches	___ Mixed Fruit	___ Diced Pears	___ Jicama Sticks
___ Carrot Sticks	___ Carrots and Celery	___ Broccoli Flowers	___ Kiwi
___ Apple Sauce	___ Sliced Strawberries	___ Glazed Cherries	___ Apricot Halves

Select one			
Nonfat Milk	Nonfat Milk	Nonfat Milk	Nonfat Milk
1% Lowfat Milk	1% Lowfat Milk	1% Lowfat Milk	1% Lowfat Milk
1% Chocolate Milk	1% Chocolate Milk	1% Chocolate Milk	1% Chocolate Milk
Whole Milk	Whole Milk	Whole Milk	Whole Milk

T-3

Cathy



Cathy copyright 1986 Universal Press Syndicate. Reprinted with permission. All rights reserved.

Cathy copyright Cathy Guisewite. Reprinted with permission of Universal Press Syndicate. All rights reserved.

THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE

Volume 100, Part 1, 2000

Published by the Royal Society of London

The Journal of the Royal Anthropological Institute is a peer-reviewed journal of research in human evolution, primatology, and human biology. It is published quarterly by the Royal Society of London. The journal covers a wide range of topics, including the evolution of the human species, the evolution of the primate order, and the evolution of human culture. It also includes research on human biology, such as human genetics, human anatomy, and human physiology. The journal is a leading source of information for researchers in these fields.

The journal is published by the Royal Society of London, which is a learned society that promotes the advancement of knowledge in the natural sciences. The Royal Society is one of the oldest and most prestigious scientific institutions in the world. It has a long history of publishing scientific journals, and the Journal of the Royal Anthropological Institute is one of its most important publications.



Lesson 8: Nutrient Databases and Software for Child Nutrition Programs

Competencies

Participants will be able to:

1. Name two reasons for the development of the National Nutrient Database for Child Nutrition Programs (NNDCNP).
2. List the five components of the National Nutrient Database for Child Nutrition Programs.
3. Select the correct database item to match specified data to NNDCNP.
4. Name one way to help industry submit data to NNDCNP.



Lesson 8: Nutrient Databases and Software for Child Nutrition Programs

Notes

Lesson 8

Nutrient Databases and Software
for Child Nutrition Programs

Slide 1

Background

Success

The success of NuMenus and Assisted NuMenus is dependent upon the school district's ability to analyze the nutritional composition of menus and recipes.

Slide 2

The U.S. Department of Agriculture (USDA) recognizes that the success of NuMenus and Assisted NuMenus and the state monitoring of compliance with the nutrition goals for Food Based Menus are dependent on an accurate nutrient analysis of breakfast and lunch meals and recipes served in schools.

A recent evaluation of more than 15 nutrient analysis software packages revealed that there was an absence of accurate, complete and verified databases.

As USDA looked at the databases contained within the nutrient analysis software packages, there was concern with some of the databases. In general:

Concerns with Databases

- Types of foods
- Food descriptions
- Weights and measurements
- Missing nutritional values
- Limited brand name food products
- No evidence of quality control

① Interest Building Strategy/Set

A database is any collection of information that is organized so you can find what you are looking for.

Databases are part of our everyday life. Examples include: telephone books, a checkbook, employee files, encyclopedias, TV Guide, and a classified ad section of a paper.

② Review Competencies

③ Purpose

To understand the function of the NNDCNP, and how to submit nutrient data into the NNDCNP and local databases. In Lesson 6: Food Procurement, you will enter foods into the local database.

④ Transfer

Suppose you had two filing cabinets. One of the file cabinets is the National Nutrient database that contains four components that cannot be changed or deleted, except by USDA staff. The second file cabinet is the local database that contains foods offered in your district that are not listed on the NNDCNP at this time. Both of these file cabinets organize your information so it is easily accessible.

Slide 3

- Databases did not contain the types of foods, descriptions, weights and measurements commonly used in child nutrition programs. Specifically, food descriptions were inconsistent and not standardized.
- Many databases contained incomplete and missing nutritional values, which could lead to inaccuracy in nutrient calculations and a misinterpretation of the nutritional analysis.
- The tolerance level for inaccuracy was very high in some databases.
- The databases contained a limited number of brand name food products.
- There was no evidence of quality control in many databases.

**The National Nutrient Database for
Child Nutrition Programs (NNDCNP)**

USDA's Agricultural Research Service (ARS) in cooperation with Food and Consumer Service (FCS) developed a database for CNP that is:

- accurate
- reliable
- complete
- centralized

Slide 4

In cooperation with Food and Consumer Service (FCS), the National Nutrient Database for Child Nutrition Programs (NNDCNP) was developed and is managed by USDA's Agricultural Research Service (ARS). The NNDCNP is available to the software industry and school districts to develop food service software programs for use in nutrient analysis.

The foods included in the NNDCNP are not endorsed or approved by USDA.

Component Files of NNDCNP

The National Nutrient Database contains five component files in the database. These files are

Notes

locked. Food items and nutrients in the NNDCNP may not be altered by the local user. Food identification codes or numbers are reserved for use in the NNDCNP. In addition, the database contains empty files for a local database for food items that do not appear in the NNDCNP. An SFA needs to enter the foods not listed in the NNDCNP, if offered on school menus, into the local database.

National Nutrient Database

Contents

- 1,800 Reference Foods commonly used in schools
- USDA Commodity Foods
- USDA Quantity Recipe for SFS
- Brand name processed foods used in schools
- USDA Food Buying Guide

Slide 5

1. Standard Reference (Handbook-8) Foods

This locked file contains the most commonly used foods in school meals. The standard reference food products are derived from USDA Handbook #8.

Foods in the Standard Reference Include:

Beef	Crackers	Oils
Bread	Dairy Products	Puddings
Butter	Eggs	Rice
Cakes	Fish	Salad Dressings
Cereals	Fruits	Soups
Cheese	Macaroni	Spaghetti
Chicken	Margarine	Spices
Condiments	Milk	Turkey
Cookies	Noodles	Vegetables

Slide 6

A list of the items contained within the Standard Reference is included in Appendix H.

Notes

⑤ Instruction

First three are based on USDA Handbook 8 data.

Using the generic software, project examples of bread, milk and chicken from the NNDCNP screen to show components.

Review Appendix H to see various food products contained in NNDCNP.

2. USDA Commodities

This locked file contains the current USDA commodity foods available to schools for meal plans and service. A list of the commodity foods contained within the NNDCNP is included in Appendix H.

3. USDA Quantity Recipes for School Food Service

This locked file contains all current USDA quantity recipes for school food service, including the new recipes developed for the school lunch and breakfast programs. A list of the recipes contained within the NNDCNP is included in Appendix H. Only the nutrient information is included, not the recipe and directions. Each SFA must enter their own recipes in the local database.

If you are using one of the USDA Quantity Recipes and make any preparation or ingredient changes, you must create and analyze a new recipe and add it to the local database. This includes using alternate and optional ingredients in the USDA recipes.

Using USDA Recipes

- First ingredient only
- Optional ingredients
- Variations
- Create and analyze a new recipe

Slide 7

First Ingredient

A USDA recipe's nutrient analysis is based on the first ingredient listed, not the alternate ingredients. When an alternate ingredient is listed, the nutrient analysis is for the first ingredient.

Example:

Recipe D-13 Beef or Pork Taco

- Raw ground beef or raw ground pork is listed. The recipe analysis is based on the first ingredient listed, raw ground beef.

Notes

Show examples or let the audience ask to see two or three items.

Show T-1 – T-4, Beef or Pork Taco

Show T-5, Chili Con Carne

Show T-6, Baking Powder Biscuits

- Dehydrated onions or fresh onions are listed. Again, the recipe was analyzed using the first ingredient, dehydrated onion, not fresh onions.

You can use ground pork, fresh onions or any other alternate ingredient listed in the recipe, but you must create a new recipe, and add it to the local database.

Optional ingredients

Optional ingredients were not included in the nutritional analysis of the USDA Quantity recipes in the NNDCNP.

Example:

Recipe D-20 Chili Con Carne with Beans

Cheddar cheese is an optional ingredient. If your school district uses cheddar cheese in this recipe, you will have to create a new recipe with cheddar cheese and add it to the local database.

Variations

Some recipe variations are included in the NNDCNP.

Example:

Recipe B-4 Baking Powder Biscuits

Lists three variations:

1. B-4a Baking Powder Biscuit using Master Mix
2. B-4b Cheese Biscuits
3. B-4c Drop Biscuits

Remember, when you use optional or alternate ingredients for the USDA Recipes, you must create a new recipe and analyze the nutrient content of the recipe and add it to the local database.

Notes

In Lesson 9: Nutrient Analysis, the trainer will demonstrate how to vary a recipe's ingredients by creating a new recipe.

Point out the recipe in Appendix A: Recipe Variations.

4. Brand Name Processed Foods

USDA's Agricultural Research Service (ARS)

- Data reviewed by technical staff
- No charges
- Locked database
- Data updates as needed

Slide 8

Private food companies, processors, and distributors are welcome to submit brand name food items with nutrient data from a nutrient analysis fact sheet or from the food label at no cost to the industry. All data submissions are voluntary and are intended to be cleared through a simple quality control process by technical staff. Brand name processed food product data will be continually updated with NNDCNP releases at least twice a year. Brand name foods used at the local level and missing from the NNDCNP must be entered into the local database.

The new versions will be made available to the software industry and must be loaded into the software system as soon as possible.

5. USDA Food Buying Guide

This locked file contains the information needed to purchase the correct food quantities and to determine raw to cooked yield for recipe analysis.

Submitting NNDCNP Nutrient Data

A nutrient data fact sheet or nutrition label information for brand name products may be submitted to the NNDCNP. All nutrient data submissions are reviewed for accuracy and reliability. Companies are not required, but are encouraged, to submit any quality control assurance data.

Notes

Brand name is based on a variety of sources.

Entering items into the local database will be covered later.

Labeling allows 20% variance.

⑥ Guided Practice

Share with a partner two reasons for developing the NNDCNP. Name the five locked components of the NNDCNP. The trainer will write the answers on a transparency.

Factors To Consider When Selecting Food Items from the National Nutrient Database

Notes

Factors to Consider When Matching Ingredients or Food

- Food category
- Form, i.e., with or without skin and bone
- Preparation method

Slide 9

Factors to consider when matching ingredients or food:

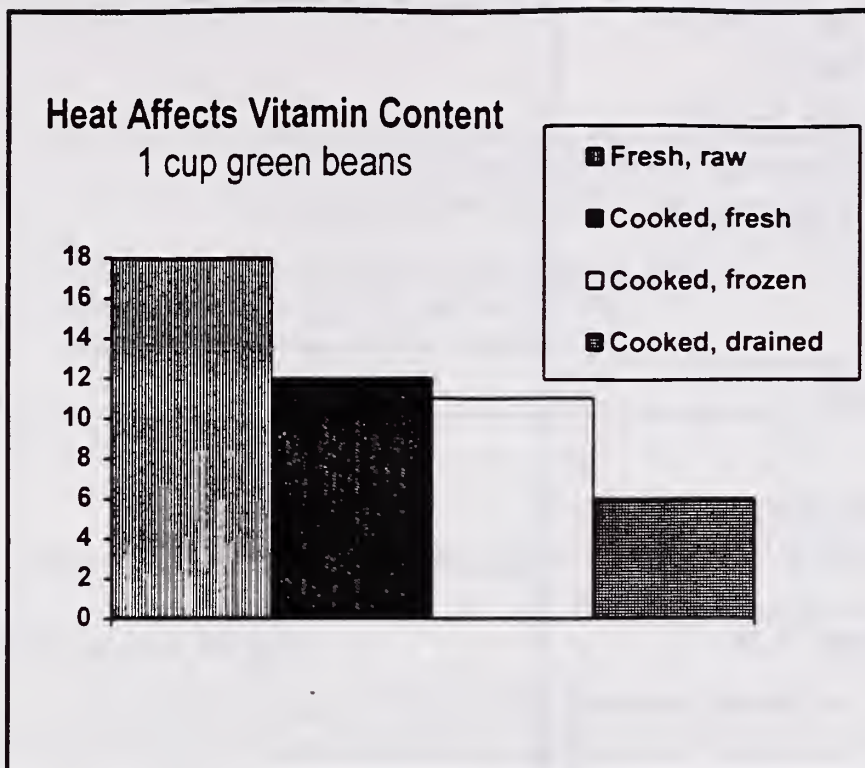
- Food category, type, form, i.e., chicken pieces with or without skin and bones, raw fruit with or without seeds and skin
- Food preparation methods

Selecting Correct Form of Food Based on Food Preparation Method

Matching an ingredient or menu item with a food listed in the National Nutrient Database is essential in determining the correct caloric and nutrient value of a food. The nutrient content of raw foods is different from the nutrient content of cooked foods. The nutritive values in the database reflect the amount of vitamins in the form specified in the database. The foods in the National Nutrient Database include foods which are:

- Cooked
- Raw as served
- Frozen, then cooked
- Frozen, then heated
- Condensed, then diluted

Nutrient Retention



Slide 10

Heat affects the nutrient and vitamin content of many foods. Selecting a cooked food item in the database will have already accounted for vitamin losses. For example, the nutritive value of frozen green beans cooked with salt will be different from the nutritive value of canned green beans.

Selecting Cooked Foods

The database features a list of nutritive values of foods prepared by various heating methods. Foods may be listed as:

- Cooked
 - Boiled
 - Broiled
 - Baked
 - Fried

Foods with these descriptions should be selected only when the ingredient is **cooked** before being served. However, the database does not have the ability to convert “raw” product recipe entries into the “cooked” product nutritive values. You may not enter the raw weight or measure of the food. You must use the USDA *Food Buying Guide* in the software to convert from raw to cooked weight.

Notes

Show the application of the USDA *Food Buying Guide* in the database.

For example, if a recipe calls for 10 lbs of chicken, check the USDA *Food Buying Guide* for the amount of cooked chicken that would be produced and use that figure in the recipe for the database. Your approved software will provide you with the information from the USDA *Food Buying Guide* which is stored in the NNDCNP.

Notes

Converting Raw to Cooked	
<p>Example</p> <p>Baked Chicken (10 lbs cooked chicken) Information excerpted from the USDA <i>Food Buying Guide</i></p>	
Food as Purchased	Chicken thigh, 4 oz.
Purchase Unit	Pound
Servings per purchase unit	4
Serving size or portion	1 thigh (2.1 oz. of cooked) chicken.
Purchase units for 100	25 lbs
Additional yield information	1 lb. "As Purchased" = .52 lbs cooked chicken
<p>Answer: 10 lbs x .52 = 5.2 lbs of cooked chicken</p>	

Selecting Cooked Single Menu items

Select "cooked – boiled, broiled, baked, fried, etc." – when the weight of a cooked food is listed as a single serving. An example would be a 1/2 cup serving of frozen French fries, oven baked.

Selecting Raw Foods or Cooked Foods

Many foods are listed in the database. Foods can be listed twice. One form will be for food that is eaten raw and not heated or cooked during preparation. The other form may be for raw or frozen food that is to be heated or cooked. The

Show example.

database will already account for vitamin losses of cooked foods.

**Key to Choosing Cooked
or Raw Foods in NND**

- Use the form and portion of the food as served
- Select cooked if cooked before serving
- Select raw if not heated or cooked

Slide 11

Selecting Correct Measure of Food

Volume or Weight

The unit of measurement selected and entered will depend on how the food is used in the recipe or the menu. When selecting data be sure the correct measure of food is entered, for example, teaspoon, gram, cup, gallon, pound or fluid ounce.

The database contains the nutritive values of food items per 100 gram weights. Therefore, the software will convert any measure (volume, weight) of a food item to a gram weight and calculate its nutritive value for the recipe ingredient amount or menu item. Equivalent weight to volume conversions is a standard feature of USDA-approved nutrient analysis software.

Units of Measurement

- Select correct weight or volume.
- Software will convert measure to a gram weight and calculate its nutritive value.

Slide 12

Notes

Activity

Selecting Foods in the NNDCNP

Students will select the current database item to match those foods

1. Macaroni for macaroni salad
2. Frozen green bean, cooked
3. 1/2 cup frozen french fries, baked

Refer students to Appendix B:
Equivalent Measures for Common
Food Service Utensils.

Selecting Correct MeasurementMenu Items

1/2 cup Raisin Bran

3/4 cup Canned Peaches

1 cup Popcorn

	Weight (incorrect)	Volume (correct)
Raisin Bran	4 oz. = 356 cal.	1/2 cup = 79 cal.
Peaches	6 oz. = 92 cal.	3/4 cup = 102 cal.
Popcorn	<u>8 oz. = 587 cal.</u> 1035 calories	<u>1 cup = 23 cal.</u> 204 calories

Note: 4 oz. = 1/4 pound, not 1/2 cup
 6 oz. = 1/3 pound, not 3/4 cup
 8 oz. = about 1/2 pound, not 1 cup

Slide 13

Selecting the Edible Portion of Food Items

The amount of calories and nutrients in a food will vary depending upon the edible portion of the food. For example, the nutritive value of a three ounce portion of chicken with the skin and bones will be different from the nutritive value of a three ounce portion of boneless, skinless chicken.

Only the edible portion of a food is listed in the database. The database contains the USDA *Food Buying Guide*. Use the USDA *Food Buying Guide* to convert any **as purchased** weights or measures to **edible portion**. For example, if you tell your staff to use 10 lbs. of “**as purchased**” carrots to make raw carrot sticks, you must convert the carrots to the **edible portion** for entry into the menu plan or recipe.

If you tell your staff to use a 4 oz. raw chicken thigh and to bake and serve it with the skin on, you must convert the “**as purchased**” 4 oz. raw thigh to the equivalent weight of the baked meat and skin only.

School Food Service Software Systems

The National Nutrient Database for Child Nutrition Programs (NNDCNP) will be used by the software industry to develop nutrient analysis and school food service software systems specifically for use in the analysis of school meals.

School Food Service Software System Functions

- Menu Planning
- Nutrient Analysis
 - Menus
 - Recipes
- Print Management Reports
- Weighted Nutrient Analysis
- Nutrition Labeling Conversion
- Create new RDA Age Category
- Summary Specifications

Slide 14

School Food Service Software System Functions

- Print Menu Production records
- Compute an accurate nutrient analysis of menus
- Evaluate, if RDA met
- Evaluate, if the Dietary Guidelines for Americans are met

Slide 15

The software selected for NuMenus and Assisted NuMenus must be approved by USDA. State agencies will also use a USDA-approved software during state monitoring of Food Based Menus. Contact USDA Food and Consumer Services regional offices or your state agency for an approved list of nutrient analysis software packages.

Notes

Give approved software examples.

Refer to Appendix D for the summary sheet of software specifications.

Local Database

The NNDCNP includes an area for a local database for food items. Foods not listed in the NNDCNP must be entered into the local database, if they are offered on school menus. These foods will be entered by local school food service personnel.

Local Products and Ingredients

Only local products and ingredients may be added, deleted and modified. The procedure for adding a food to the local database will vary in order and method, depending on the nutrient analysis software program.

It is important that schools follow their software programs instructions on developing a local database and avoid using the NNDCNP identification codes.

Food ingredients and nutrient data entered into the local database should not be lost or deleted when your software is updated with a new version of the NNDCNP. However, once locally entered food items appear in the National Nutrient Database, you should delete those food items from the local database.

Requesting Nutrient Data for Local Database Foods from Food Manufacturers

Requesting a Nutrient Analysis
of Food Products from the
Food Manufacturer

Slide 16

Nutrient data from the food manufacturer must be requested for food items that are offered in school meals which do not appear in the NNDCNP. You should request the nutrient analysis data from the food manufacturer, food distributor and /or food broker.

Food and Consumer Services (FCS) developed a nutrient ***Data Submission Form*** for local school

Notes

Review contractual language and sample letter. Appendix C.

In Lesson 6: Food Procurement, you learned how to do a simple check on the nutrient analysis of a manufacturer's product while waiting for it to be added to the NNDCNP.

Activity: Helping Industry Submit Nutrient Data

Students will share with a partner one way to help industry submit data to NNDCNP.

districts to use in requesting nutrient data from food manufacturers. See Appendix C for instructions and the contractual language and the ***Data Submission Form***. In addition, this information should be included in all food bids for processed, prepared and convenience foods.

Any generic food such as canned peaches, flour, apples, or condiments, however, may be analyzed using the generic food in the NNDCNP.

Notes

**Requesting Nutrient Data
for the Local Database**

As Served

- These foods will not have any ingredients added or do not require any additional preparation.

As Purchased

- These foods will have ingredients added before serving or require additional preparation.

Slide 17

Foods are to be submitted as either “**as served**” or “**as purchased**” on the ***Data Submission Form***.

As Served

Defined as any food that does not have ingredients added in preparation or does not require any additional preparation.

As Purchased

Defined as any food that does have ingredients added in preparation or does require additional preparation.

Foods submitted on an “**as purchased**” basis:

- Are prepared at the school by frying in shortenings or oils
- Have ingredients added in preparation, such as baked product mixes
- Have varying preparation methods. i.e., bake or fry
- Need to account for fat and moisture changes

% Moisture Change

If a food item gains or loses moisture during preparation, the menu planner will need to account for this change when performing a nutrient analysis of the product. In Appendix E, you are provided with a guide on the % of gain or loss of moisture which are characteristic to different food categories. This information can be used when exact data is not available.

% Fat Change

If a food item gains or loses fat during preparation, the menu planner will need to identify the type of fat and account for the gain or loss when performing the nutrient analysis of the product. In Appendix E, you are provided with a guide on the % of gain or loss of fat which are characteristic to different food categories. This information can be used when exact data is not available.

Food Preparation Methods
Fat Gains vs. Fat Loss

Slide 18

Examples of **fat loss** in cooking include:

- Oven-baked chicken, drained
- Broiled hamburger patty
- Meat sauce in which the fat is drained

Examples of **fat gain** in cooking include:

- Deep fried french fries
- Batter or breaded fried chicken
- Fried fishsticks

The nutrient data should be carefully reviewed from the food manufacturer, food distributor and /or food broker for accuracy (if possible) before adding to the local database.

Notes**⑦ Individual Practice**

Demonstration 1 – Appendix F
Adding Chicken Nuggets to Local Database

Demonstration 2 – Appendix F
Adding Cake Mix to Local Database

Demonstration 3 – Appendix F
Adding French Fries to Local Database

Adding a Food to the Local Database

You will need to follow the software's directions in adding a food to the local database. However, all software will have these steps:

Steps in Adding a Food to a Local Database

1. Obtain nutrient data from fact sheet or nutrition label
2. Identification number
3. Food category
4. Brand name
5. Product code

Slide 19

1. Obtain the copies of nutrient data or nutrition labels from the food manufacturer and assign each product an identification number and food category. You cannot use a NNDCNP food item number.
2. Enter the food identification number.
3. Enter the food category.
4. Enter the brand name.
5. Enter the product code.

Steps in Adding a Food to a Local Database

6. Child Nutrition Label number
7. Nutritive value
8. Package size
9. Number of servings per package
10. Weight per serving in grams
11. Serving size

Slide 20

6. Enter the CN Label number (if available).
This information is for use by schools using the Food Based Menu Planning system.
7. Enter the nutritive value of each nutrient.
8. Enter the package size.
9. Enter the number of servings per package.
10. Enter the weight per serving in grams.
11. Enter the serving size.

Notes

⑧ Closure

Selecting the correct food from the database is critical for an accurate and valid nutrient analysis.

Review competencies.

⑨ Back on the Job...

Review the ingredients and food used in your program. You must get the nutrient analysis of processed foods and individual ingredients that are not in the NNDCNP.

Notes

Additional Features

12. Modify
 - Retrieve food item from database
 - Make necessary changes
 - Save it as a food item
13. Delete
 - Follow software directions
 - Only local items
14. Print
 - Food Ingredient Data Report
 - Nutrient Composition Report

Slide 21

12. To modify an existing food product in the database, retrieve the product from the database and repeat steps as needed. Only food items entered locally may be changed.
13. To delete a local food product from the database, follow the software instructions for deleting food products. Only food items entered locally may be deleted.
14. Print a ***Food Ingredient Data Report*** to list the food ingredient and all corresponding data – nutritive value, food ID number, food category, name, product code etc.
15. Print a ***Nutrient Composition Report*** to list food items with their associated nutrient values.

Appendix A: Recipe Variations

Stir-Fry (Chicken, Beef or Pork)

Ingredients	50 Servings		100 Servings		For _____ Servings	Directions
	Weight	Measure	Weight	Measure		
Low sodium soy sauce 16424	4 oz.	1 cup	8 oz.	2 cups		1. Dissolve cornstarch in soy sauce. Add spices.
Cornstarch 20027		3/4 cup 2 Tbs.		1 3/4 cup		
Ground ginger 2021		1/2 tsp.		1 tsp.		
Granulated garlic 2020		3 Tbs.		6 Tbs.		
White pepper 2032		2 tsp.		1 Tbs. 1 tsp.		2. Heat chicken stock to a boil and slowly stir in cornstarch mixture. Return to a simmer. 3. Cook for 3-5 minutes, until thick. Remove from heat.
Chicken stock, low sodium, non-MSG 6172		2 qt.		1 gal.		
<u>Fresh mixed vegetables</u>						4. Cut stems from the broccoli. Peel and slice. Chop flowerettes into bite-sized pieces. Prepare no more than 50 portions per batch. 5. Sauté sliced carrots in oil for 4 minutes. Add onions, cook for one more minute. Add broccoli and cook for two more minutes. Return to steamtable pan. Keep warm.
Fresh broccoli 11090	5 lb. 10 oz.	2 gal.	11 lb. 4 oz.	4 gal.		
Fresh carrots, peeled 1/4" slices 11124	5 lb. 10 oz.	1 gal. 2 cups	11 lb. 4 oz.	2 gal. 1 qt.		
Onions, diced 11282	1 lb. 4 oz.	1 qt.	2 lb. 8 oz.	2 qt.		
or Frozen mixed Oriental Vegetables	12 lb. 8 oz.	3 gal. 2 qt.	25 lb.			
Vegetable oil 4623	1/2 cup			1 cup		6. Sauté chicken in oil for 3-5 minutes until no signs of pink remain. Add chicken to vegetables in steamtable pan. Add sauces and mix to coat chicken and vegetables with sauce. Heat to serving temperature.
Skinless, boneless chicken breasts, cut 2"x2" 5063	9 lb.		18 lb.			
Raw 5062						

Appendix B: Equivalent Measures for Common School Food Service Utensils

Table 1

Scoop Number	Level Measure
6	$\frac{2}{3}$ cup
8	$\frac{1}{2}$ cup
10	$\frac{3}{8}$ cup
12	$\frac{1}{3}$ cup
16	$\frac{1}{4}$ cup
20	3 $\frac{1}{3}$ tablespoons
24	2 $\frac{2}{3}$ tablespoons
30	2 tablespoons
40	1 $\frac{2}{3}$ tablespoons
50	3 $\frac{3}{4}$ teaspoons
60	3 $\frac{1}{4}$ teaspoons
70	2 $\frac{3}{4}$ teaspoons
100	2 teaspoons

Table 2

Ladle Number	Approximate Measure
1 ounce	$\frac{1}{8}$ cup
2 ounce	$\frac{1}{4}$ cup
4 ounce	$\frac{1}{2}$ cup
6 ounce	$\frac{3}{4}$ cup
8 ounce	1 cup
12 ounce	1 $\frac{1}{2}$ cups

Appendix C: Submission of Nutrient Data and Letters

Submission of Nutrient Data to the School District from the Food Manufacturer

Instructions

A value must be submitted for each required nutrient per serving, edible portion, in the unit of measure indicated, and to the number of decimal places indicated on the form. If a food item does not contain a specific nutrient, enter zero. Do not leave any spaces blank on the data submission form. If any required nutrient values are missing, the food product can be entered into the local database, but the missing nutrient values must be marked as "missing," rather than zero.

Nutrient data are to be submitted on the "**as served**" basis for any food that does not have ingredients added in preparation of fat absorbed during preparation.

Nutrient data are to be submitted on the "**as purchased**" basis for 1) any foods that have ingredients added in preparation, such as milk, eggs, and oil added to baked product mixes; 2) foods that have varying preparation methods, i.e., bake or fry; 3) foods that are prepared by frying; and 4) any food that gains or loses moisture during preparation. Additional data are required for "**as purchased**" nutrient data submissions.

If a food item gains or loses fat during preparation, provide the percentage of fat gain or loss when the product is prepared _____ +/- change.

Second, if a food item gains or loses moisture during preparation, provide the percentage of moisture gain or loss when the product is prepared. _____ +/- moisture change.

Fat may be gained or lost in cooking some foods, thereby changing the caloric value of food. Methods of preparation such as breading, frying or baking affect this fat gain or loss. For example, chicken baked in the oven will lose fat during cooking, while batter-coated or breaded chicken that is deep-fried will gain fat during cooking. If fat is absorbed or gained, calories will be increased. If fat is lost, calories will be decreased. In recipes where a fat gain or loss occurs, the fat changes are limited to those ingredients that are cooked together. For example, a fat gain occurs in deep-frying of French fries because fat is absorbed by the ingredients in the food item. Fat is lost from a broiled hamburger patty in which the fat has been drained.

This information will be used to develop and analyze the nutritional content of the recipe and will allow each school district to prepare the food products according to regional preference.

Appendix C: Data Submission Form

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

“As Served” basis:

“As Purchased” basis

Brand:

Product name:

Product code:

CN label number:

Package size:

lbs

fluid oz.

grams

Standard serving:

Number of servings per package:

Weight per serving:

grams

Analysis based on:

(100 grams or servings)

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx		kcal
Protein	xx.xxx		grams
Total fat	xx.xxx		grams
Saturated fat	x.xxx		grams
Carbohydrates	xx.xxx		grams
Total dietary fiber	xx.xx		grams
Cholesterol	xx.xx		milligrams
Calcium	xx.x		milligrams
Iron	xx xxx		milligrams
Sodium	xx.x		milligrams
Vitamin C	x.xx		milligrams
Vitamin A	x.x		IU
Fat change (+/-)*	xxxx	%	N/A
Moisture change (+/-)*	xxxx	%	N/A

* If available

Appendix C: Submission of Nutrient Data and Letters (continued)

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

What source of nutrient data was used to calculate the nutrient analysis?

- ☐ 1. Laboratory analysis (analytical).
- ☐ 2. Handbook 8 calculations (calculated).
- ☐ 3. Combination of 1 and 2 (analytical and calculated).
- ☐ 4. Nutrition Label.
- ☐ 5. Other. Please specify.

This data submission form is for Local School Food Service.

Appendix D: Software Requirements

Description of Software Requirements and Functions

Nutrient Standard Menu Planning software which meets the specifications for use in the Child Nutrition Program must comply with the following criteria:

All of the appropriate files and fields from the National Nutrient Database for Child Nutrition Programs (NNDCNP) must be incorporated into the software (standard reference foods, USDA standardized recipe food items, commodity foods, manufacturer's foods, weights and measures, and the Buying Guide). Information provided by the NNDCNP cannot be altered by users; however, user-entered information can be edited or deleted.

New food items will be able to be entered locally by the user from information provided in a manufacturer's fact sheet or food label in nutrients per serving or specific weight, or percent of the Daily Reference Value (DRV). The software will automatically convert measures for weight and volume (if available) at all levels of item entry, recipe development, and menu planning.

The user will be able to enter recipes; the software will produce a recipe report that includes the recipe code number, recipe name, serving/portion size, yield of the recipe based on number of servings, ingredients, the amount of each ingredient in units appropriate for food service, preparation instructions, and nutrient value of the recipe per serving or per 100 g (with nutrient changes calculated due to moisture/fat factors). The Recipe Nutrient Composition Report will contain the nutrient value contributed by each ingredient and the total nutrient value of the recipe per serving or per 100 g. The yield of the recipe will be able to be accurately adjusted to meet the needs of the food service without degrading the base recipe. A Recipe/Ingredient Cross Reference report will identify recipes that contain a certain food ingredient.

Menus for a specific site can be developed and copied to another site or data range and the serving sizes adjusted for various age groups. Menu Reports will be available in both calendar and report formats. A Menu Production Record can be printed for use by food service workers to determine the quantities and serving sizes of food to prepare for a specific site.

The Standard and Modified RDA data sets provided USDA are incorporated into the software and used for comparison in nutrient analyses. A new nutrient standard (e.g., age 5-11) can be created, simply by entering the age or age range of the new grouping. A Weighted Nutrient Analysis of an individual menu or range of menu dates can be provided. A summary of the calculated nutrient value of the menu is then compared to the nutrient standards of a selected age group and deficiencies highlighted. The software will search the database for food items containing specific nutrients, so that menus can be adjusted to meet the nutrient standards.

The nutrient composition of all food items and recipes in the database (NNDCNP and local) can be printed, including all required nutrients (calories, protein, carbohydrate, fat, cholesterol, saturated fat, Vitamin A, Vitamin C, iron, calcium, sodium, fiber, and the percentage of calories from protein, carbohydrate, fat, and saturated fat).

Training Documents and the User's Manual must be presented in a complete, sequential, easy-to-understand format. The developer must have a system to update the database whenever a new release of the NNDCNP is available.

Appendix E: Common Moisture and Fat Change Values (%) During Food Preparation

Food Item	Moisture Change %	Fat Change %
Beans and Franks	-5	0
Biscuit	-12	0
Bread	-8	0
Brownie	-6	0
Cake	-12	0
Chicken (with or without skin, coating)		
Baked	-18	-8
Fried	-40	+10
Chicken Patty, Nugget (with or without skin, coating)		
Baked	-9	-1
Fried	-3	+1
Reheat	-4	0
Chicken Tetrazzini	-10	0
Cobbler	-9	0
Cookie	-12	0
Cupcake	-19	0
Egg Roll		
Baked	-5	0
Fried	-10	+5
Eggs		
Omelet	-8	0

Food Item	Moisture Change %	Fat Change %
Scrambled	-8	0
Fish Fillet (with or without skin, coating)		
Baked	-12	0
Fried	-17	+5
Fish Stick, Patty, Nugget (with or without skin, coating)		
Baked	-9	-1
Fried	-3	+1
Reheat	-4	0
Frankfurter	-5	-1
French Fries		
Baked	-14	-1
Fried	-13	+5
Grilled Cheese Sandwich	-4	0
Hamburger Patty	-14	-11
Lasagna	-7	0
Macaroni and Cheese	-9	0
Manicotti	-12	0
Meat Mixture	-10	0
Meatloaf	-14	-9
Muffin	-11	0
Pancake, reheat	-6	0
Pizza (baked or reheat)	-5	0
100% Soy Patty	-8	0

Food Item	Moisture Change %	Fat Change %
Soy/Beef Patty	-8	-10
Spaghetti w/Meat Sauce	-6	0
Taco/Burrito	0	0
Tator Tots		
Baked	-13	-1
Fried	-8	+5
Tuna Casserole	-10	0
Turkey, baked		
Burger	-20	-9
Roast/whole	-22	-6
Turnover	-5	0
Vegetable Mixture	-10	0
Waffle, reheat	-3	0

Note: These moisture/fat change values apply to the nutrient analysis of processed food products supplied by industry to the local school. The moisture fat change factors adjust the “**as purchased**” product nutrient data to “**as served**” product nutrient data, which is the final product (ready to eat). Moisture/fat change values for food items in the chart represent all cooking methods, unless otherwise specified. In general, assume zero (0) moisture/fat change for food items that are heated/reheated.

Appendix F: Demonstration 1: Chicken Nuggets

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

"As Served" basis _____

"As Purchased" basis _____

X

Brand: Feathers _____

Product name: Chicken Nuggets _____

Product code: 3984 _____

CN label number: 2555 _____

Package size: 20 lbs _____ fluid oz. _____ grams _____

Standard serving: 4 oz. _____

Number of servings per package: 80 _____

Weight per serving: 113.4 _____ grams _____

Analysis based on: 100 _____ (100 grams or servings)

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	_____	kcal
Protein	xx.xxx	_____	grams
Total fat	xx.xxx	_____	grams
Saturated fat	x.xxx	_____	grams
Carbohydrates	xx.xxx	_____	grams
Total dietary fiber	xx.xx	_____	grams
Cholesterol	xx.xx	_____	milligrams
Calcium	xx.x	_____	milligrams
Iron	xx.xxx	_____	milligrams
Sodium	xx.x	_____	milligrams
Vitamin C	x.xx	_____	milligrams
Vitamin A	x.x	_____	IU
Fat change (+/-)*	xxxx	_____ %	N/A
Moisture change (+/-)*	xxxx	_____ %	N/A

* If available

Nutrition Facts	
Feathers Chicken Nuggets	
Serving Size 8 Nuggets (113g)	
Servings Per Container about 80	
Amount Per Serving	
Calories 373	Calories from Fat 240
	% Daily Value*
Total Fat 27g	40%
Saturated Fat 7g	31%
Cholesterol 67mg	23%
Sodium 653mg	27%
Total Carbohydrate 19g	7%
Dietary Fiber 3g	7%
Sugars 5g	0
Protein 15g	29%
Vitamin A 3%	• Iron 4%
Not a significant source of Vitamin C and Calcium.	
*Percent Daily Values are based on a 2,000 calorie diet.	

Appendix F: Demonstration 1

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Baked at 400° F in convection oven for 13 minutes.

What source of nutrient data was used to calculate the nutrient analysis?

- ☒ 1. Laboratory analysis (analytical)
 - ☐ 2. Handbook 8 calculations (calculated).
 - ☐ 3. Combination of 1 and 2 (analytical and calculated).
 - ☐ 4. Nutrition Label.
 - ☐ 5. Other. Please specify.
-
-
-
-

This data submission form is for Local School Food Service use only.

Appendix F: Demonstration 2: Cake Mix – Data Submission Form

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

“As Served” basis: _____ “As Purchased” basis: X

Brand: Baker

Product name: Yellow Cake Mix

Product code: 2110

CN label number: N/A

Package size: 5 lbs _____ fluid oz. _____ grams

Standard serving: 72 per package

Number of servings per package: 72

Weight per serving: 50 grams

Analysis based on: _____ (100 grams or servings)

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	202	kcal
Protein	xx.xxx	2.350	grams
Total fat	xx.xxx	2.750	grams
Saturated fat	x.xxx	1.293	grams
Carbohydrates	xx.xxx	42.050	grams
Total dietary fiber	xx.xx	.65	grams
Cholesterol	xx.xx	0	milligrams
Calcium	xx.x	72.5	milligrams
Iron	xx.xxx	.618	milligrams
Sodium	xx.x	302.0	milligrams
Vitamin C	x.xx	0	milligrams
Vitamin A	x.x	7.5	IU
Fat change (+/-)*	xxxx	0%	N/A
Moisture change (+/-)*	xxxx	-18%	N/A

*If available

Appendix F: Demonstration 2

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Add eggs, water and fat. Prepare according to directions on box. Bake at 350° F
for 20 minutes.

What source of nutrient data was used to calculate the nutrient analysis?

- ☐ 1. Laboratory analysis (analytical).
 - ☐ 2. Handbook 8 calculations (calculated).
 - ☒ 3. Combination of 1 and 2 (analytical and calculated).
 - ☐ 4. Nutrition Label.
 - ☐ 5. Other. Please specify.
-
-
-
-

This data submission form is for **Local School Food Service use only.**

Appendix F: Demonstration 3: French Fries – Data Submission Form

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

“As Served” basis:	_____	“As Purchased” basis	<u> X </u>
Brand:	<u>Goody</u>		
Product name:	<u>Oven Crinkle</u>		
Product code:	<u>24740</u>		
CN label number:	<u>N/A</u>		
Package size:	<u>5</u> lbs	<u> </u> fluid oz.	<u> </u> grams
Standard serving:	<u>2 1/2</u>		
Number of servings per package:	<u>32</u>		
Weight per serving:	<u>32</u>	grams	
Analysis based on:	<u>70.88</u>	(100 grams or servings)	

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	<u>163</u>	kcal
Protein	xx.xxx	<u>2.700</u>	grams
Total fat	xx.xxx	<u>4.800</u>	grams
Saturated fat	x.xxx	<u>1.355</u>	grams
Carbohydrates	xx.xxx	<u>27.200</u>	grams
Total dietary fiber	xx.xx	<u>.72</u>	grams
Cholesterol	xx.xx	<u>0</u>	milligrams
Calcium	xx.x	<u>10.0</u>	milligrams
Iron	xx.xxx	<u>1.300</u>	milligrams
Sodium	xx.x	<u>38.0</u>	milligrams
Vitamin C	x.xx	<u>7.00</u>	milligrams
Vitamin A	x.x	<u>0</u>	IU
Fat change (+/-)*	xxxx	<u>-1%</u>	N/A
Moisture change (+/-)*	xxxx	<u>-14%</u>	N/A

*If available

Appendix F: Demonstration 3

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Heat on a pan in a convection oven at 350° F for 15 minutes.

What source of nutrient data was used to calculate the nutrient analysis?

- ☐ 1. Laboratory analysis (analytical).
 - ☒ 2. Handbook 8 calculations (calculated).
 - ☐ 3. Combination of 1 and 2 (analytical and calculated).
 - ☐ 4. Nutrition Label.
 - ☐ 5. Other. Please specify.
-
-
-
-

This data submission form is for **Local School Food Service use only.**

Appendix G: Computer Lab Exercise 1: Fish Sticks

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

“As Served” basis: _____ “As Purchased” basis: X

Brand: Krunchy Lite

Product name: Pollock Fish Sticks

Product code: 06-240

CN label number: 5492

Package size: 10 lbs fluid oz. grams

Standard serving: 4 oz.

Number of servings per package: 40

Weight per serving: 113.4 grams

Analysis based on: (100 grams or servings)

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	_____	kcal
Protein	xx.xxx	_____	grams
Total fat	xx.xxx	_____	grams
Saturated fat	x.xxx	_____	grams
Carbohydrates	xx.xxx	_____	grams
Total dietary fiber	xx.xx	_____	grams
Cholesterol	xx.xx	_____	milligrams
Calcium	xx.x	_____	milligrams
Iron	xx.xxx	_____	milligrams
Sodium	xx.x	_____	milligrams
Vitamin C	x.xx	_____	milligrams
Vitamin A	x.x	_____	IU
Fat change (+/-)*	xxxx	_____ %	N/A
Moisture change (+/-)*	xxxx	_____ %	N/A

*If available

Nutrition Facts	
Krunchy Lite Pollock Fish Sticks	
Serving Size 4-1 oz. (113g)	
Servings Per Container about 40	
Amount Per Serving	
Calories 181	Calories from Fat 54
	% Daily Value*
Total Fat 6g	9%
Saturated Fat 0g	0%
Cholesterol 57mg	17%
Sodium 260mg	11%
Total Carbohydrate 13g	4%
Sugars 0g	
Protein 16g	
Iron 2%	
Not a significant source of Dietary Fiber, Vitamin A, Vitamin C and Calcium.	
*Percent Daily Values are based on a 2,000 calorie diet.	

Appendix G: Computer Lab Exercise 1

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Heat on pan in convection oven for 15 minutes at 425°F.

What source of nutrient data was used to calculate the nutrient analysis?

- ☐ 1. Laboratory analysis (analytical).
 - ☐ 2. Handbook 8 calculations (calculated).
 - ☒ 3. Combination of 1 and 2 (analytical and calculated).
 - ☐ 4. Nutrition Label.
 - ☐ 5. Other. Please specify.
-
-
-
-

This data submission form is for Local School Food Service use only.

Appendix G Computer Lab Exercise 2: Basic Muffin Mix

For bid package to local school purchasing office

Data Submission Form

Data submitted for this product are on (check one):

“As Served” basis:	“As Purchased” basis	X
Brand:	Baker	
Product name:	Basic Muffin Mix	
Product code:	8282	
CN label number:	N/A	
Package size:	5 lbs	fluid oz. grams
Standard serving:	1/3 cup dry mix	
Number of servings per package:	56-60	
Weight per serving:	40	grams
Analysis based on:		(100 grams or servings)

A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	170	kcal
Protein	xx.xxx	4.125	grams
Total fat	xx.xxx	6.000	grams
Saturated fat	x.xxx	1.500	grams
Carbohydrates	xx.xxx	25.625	grams
Total dietary fiber	xx.xx	1.00	grams
Cholesterol	xx.xx	0	milligrams
Calcium	xx.x	80.5	milligrams
Iron	xx.xxx	2.125	milligrams
Sodium	xx.x	430.0	milligrams
Vitamin C	x.xx	0	milligrams
Vitamin A	x.x	0	IU
Fat change (+/-)*	xxxx	0%	N/A
Moisture change (+/-)*	xxxx	-11%	N/A

*If available

Appendix G: Computer Lab Exercise 2

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Add eggs milk and fat. Bake 18 - 20 minutes at 400° F.

What source of nutrient data was used to calculate the nutrient analysis?

- ☐ 1. Laboratory analysis (analytical).
 - ☒ 2. Handbook 8 calculations (calculated).
 - ☐ 3. Combination of 1 and 2 (analytical and calculated).
 - ☐ 4. Nutrition Label.
 - ☐ 5. Other. Please specify.
-
-
-
-

This data submission form is for **Local School Food Service use only.**

Appendix H: The National Nutrient Database for Child Nutrition Programs

Food Cat code	Food category description
1	Dairy: butter, cheese, eggs, milk, yogurt
2	Spices, seasonings, flavorings, leavening agents
3	Babyfood
4	Fats and oils: margarine, shortening, mayonnaise, salad dressings
5	Poultry: chicken, turkey
6	Soups, sauces and gravies
7	Luncheon meat and sausage
8	Cereals
9	Fruits and fruit juices
10	Pork
11	Vegetables (includes beans and legumes)
12	Nuts and seeds
13	Beef
14	Beverages
15	Fish
16	Condiments: catsup, mustard, relish
17	Lamb
18	Baked goods: breads, cakes, cookies, crackers, pies, rolls
19	Snacks and sweets
20	Grains
21	--- Reserved for USDA definition ---
22	--- Reserved for USDA definition ---
23	--- Reserved for USDA definition ---
24	--- Reserved for USDA definition ---
25	--- Reserved for USDA definition ---
26	--- Reserved for USDA definition ---

Printed: 7/17/95
Data as of 6/29/95

CNP FOOD CATEGORY CODES & DESCRIPTIONS
(1-60 USDA, 61-99 open)

Page 2

Food Cat code	Food category description
27	--- Reserved for USDA definition ---
28	--- Reserved for USDA definition ---
29	Miscellaneous
30	General recipes
31	Bread and cereal recipes
32	Dessert recipes
33	Main dish recipes
34	Salad and dressing recipes
35	Sandwich recipes
36	Sauce and gravy recipes
37	Soup recipes
38	Vegetable recipes
39	Breakfast recipes
40	--- Reserved for USDA definition ---
41	--- Reserved for USDA definition ---
42	--- Reserved for USDA definition ---
43	Purchased mixed dishes - lunch entrees/main dishes (pizza, etc)
44	Purchased mixed dishes - breakfast entrees/main dishes
45	Meat substitutes/Vegetable proteins
46	--- Reserved for USDA definition ---
47	--- Reserved for USDA definition ---
48	--- Reserved for USDA definition ---
49	--- Reserved for USDA definition ---
50	--- Reserved for USDA definition ---
51	--- Reserved for USDA definition ---
52	--- Reserved for USDA definition ---

Printed: 7/17/95
Data as of 6/29/95

CNP FOOD CATEGORY CODES & DESCRIPTIONS
(1-60 USDA, 61-99 open)

Page 3

Food Cat code	Food category description
53	--- Reserved for USDA definition ---
54	--- Reserved for USDA definition ---
55	--- Reserved for USDA definition ---
56	--- Reserved for USDA definition ---
57	--- Reserved for USDA definition ---
58	--- Reserved for USDA definition ---
59	--- Reserved for USDA definition ---
60	--- Reserved for USDA definition ---

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 1

P code	Incl Ln# /Subcode	Desc-long	Src
1145		Butter, wo/salt	1
1001		Butter; w/salt	4
1002		Butter; whipped	1
51056		Cheese blend, american, slices; School Choice Pre-sliced Blend: American Cheese/American Cheese Substitute 50/50; 5#, 160 slices, as served	3
51054		Cheese blend, american/american substitute, loaf; School Choice Loaf Blend: American Cheese/American Cheese Substitute 50/50; as served	3
51058		Cheese blend, american/american substitute, shredded; School Choice Preshredded Blend: American Cheese/American Cheese Substitute 50/50; as served	3
51059		Cheese blend, cheddar/cheddar substitute, shredded; School Choice Preshredded Blend: Cheddar Cheese/Cheddar Cheese Substitute 50/50; as served	3
51061		Cheese blend, mozzarella/mozzarella substitute, shredded; School Choice Shredded Blend: Mozzarella Cheese/Mozzarella Cheese Substitute 50/50; as served	3
1046		Cheese food; pasteurized processed, american, w/o disodium phosphate	1
1047		Cheese food; pasteurized processed, swiss	1
1149		Cheese food; pastuerized processed, american, w/disodium phosphate	1
51055		Cheese substitute, american, loaf; School Choice Loaf American Cheese Substitute 50/50; 5# loaf, as served	3
1057		Cheese substitute, american, slices; School Choice Presliced Pasteurized Process American Cheese Substitute; 5#, 160 slices, as served	3
51055	1	Cheese substitute, cheddar, chub; School Choice Cheddar Cheese Substitute, Chub; 5#; as served	3
51055	1000005	Cheese substitute, cheddar, shredded; School Choice Shredded Cheddar Cheese Substitute; as served	3
1161		Cheese substitute, mozzarella	1
51062	1000006	Cheese substitute, mozzarella, chub; School Choice Mozzarella Cheese Substitute, Chub; 5#, as served	3
51062		Cheese substitute, mozzarella, shredded; School Choice Shredded Mozzarella Cheese Substitute; as served	3
51044		Cheese, american, loaf; School Choice Loaf American Cheese; 5# loaf, as served	3
51047		Cheese, american, reduced sodium, slices; School Choice Presliced American Cheese, Reduced Sodium; as served	3
51044	1000003	Cheese, american, shredded; 5# School Choice Feather Shredded Pasteurized Process American Cheese, pre-shredded; as served	3
51045		Cheese, american, slices; School Choice Presliced American Cheese; 5#, 160 slices, as served	3
51046		Cheese, american, white, slices; School Choice Presliced White American Cheese; 5#, 160 slices, as served	3
51049		Cheese, cheddar, shredded; School Choice Mild Feather Shredded Cheddar Cheese; 5#, pre-shredded, as served	3
51050		Cheese, mozzarella, part skim milk, low moisture,	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 4

CNP code	Incl Ln# /Subcode	Desc-long	
1133		Eggs; whole, dried	1
1123		Eggs; whole, raw, fresh, and frozen	4
1137		Eggs; yolk, dried	1
1125		Eggs; yolk, raw, fresh	1
1126		Eggs; yolk, raw, frozen	1
1110		Milk shakes; thick chocolate	1
1110	1	Milk shakes; thick chocolate shake mix, milk added	1
1111		Milk shakes; thick vanilla	1
1111	1	Milk shakes; thick vanilla shake mix, milk added	1
1088	1	Milk; Kefir milk	1
1088		Milk; buttermilk, cultured, from skim milk	1
1095		Milk; canned, condensed, sweetened	1
1097		Milk; canned, evaporated, skim	1
1153		Milk; canned, evaporated, unsweetened, w/added vitamin A	1
1096		Milk; canned, evaporated, unsweetened, wo/added vitamin A -	1
1104		Milk; chocolate, lowfat, 1% fat	1
1103		Milk; chocolate, lowfat, 2% fat	1
1102		Milk; chocolate, whole	1
1092		Milk; dry, skim, non-fat solids, instant, w/added vitamin A	1
1155		Milk; dry, skim, non-fat solids, instant, wo/added vitamin A	1
1154		Milk; dry, skim, non-fat solids, regular, w/added vitamin A	1
1091		Milk; dry, skim, non-fat solids, regular, wo/added vitamin A	1
1090		Milk; dry, whole	1
1105		Milk; hot cocoa	1
1077	1	Milk; leche fresca	1
1082		Milk; lowfat, 1% fat	1
1079		Milk; lowfat, 2% fat, w/added vitamin A	1
1085		Milk; skim, w/added vitamin A	1
1151		Milk; skim, wo/added vitamin A	1
1077		Milk; whole, 3.3% fat	1
1078		Milk; whole, 3.7% fat	1
1056		Sour cream	1
1180		Sour cream, fat free	1
1179		Sour cream, light	1
1178		Sour cream, reduced fat	1
1055		Sour cream; half & half, cultured	1
1074		Sour cream; imitation, nondairy, cultured	1
1058		Sour dressing; nonbutterfat, cultured, filled cream-type	1
1121		Yogurt; fruit, lowfat, 10 grams protein per 8 oz	1
1122		Yogurt; fruit, lowfat, 11 grams protein per 8 oz	1
1120		Yogurt; fruit, lowfat, 9 grams protein per 8 oz	1
1121	1	Yogurt; fruit, lowfat, custard style	1
1117		Yogurt; plain, lowfat, 12 grams protein per 8 oz	1
1118		Yogurt; plain, skim milk, 13 grams protein per 8 oz	1
1116		Yogurt; plain, whole milk, 8 grams protein per 8 oz	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 5

P Code	Incl Ln# /Subcode	Desc-long	Src
1119		Yogurt; vanilla, lowfat, 11 grams protein per 8 oz	1
1119	1	Yogurt; vanilla, lowfat, liquid	1
<hr/>			
2001		Allspice, ground	1
2002		Anise seed	1
2044		Basil, fresh	1
2003		Basil, ground	1
2004		Bay leaf, crumbled	1
2005		Caraway seed	1
2006		Cardamon, ground	1
2007		Celery seed	1
2008		Chervil, dried	1
2009		Chili powder	1
2010		Cinnamon, ground	1
2011		Cloves, ground	1
2012		Coriander leaf, dried	1
2013		Coriander seed	1
2014		Cumin seed	1
2014	1	Cumin, ground	1
2015		Curry powder	1
2016		Dill seed	1
2017		Dill weed, dried	1
2045		Dill weed, fresh	1
2018		Fennel seed	1
2019		Fenugreek seed	1
2020		Garlic powder	1
2020	1	Garlic, granulated	1
2021		Ginger, ground	1
18369		Leavening agents; baking powder, double-acting, sodium aluminum sulfate	1
18370		Leavening agents; baking powder, double-acting, straight phosphate	1
18371		Leavening agents; baking powder, low-sodium	1
18372		Leavening agents; baking soda	1
18373		Leavening agents; cream of tartar	1
18375		Leavening agents; yeast, baker's, active dry	1
18374		Leavening agents; yeast, baker's, compressed	1
2061		Lemon granules--lemon juice on corn syrup solids	1
2062		Liquid smoke--natural hickory seasoning	1
2022		Mace, ground	1
2023		Marjoram, dried	1
2056		Mint leaves, fresh	1
2024		Mustard seed, yellow	1
2024	1	Mustard, powder or dry, yellow	1
2025		Nutmeg, ground	1
2026		Onion powder	1
2027	1	Oregano leaves, dried	1
2027		Oregano, ground	1
2028		Paprika	1
2029		Parsley, dried	1
2030		Pepper, black	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 4

CNP code	Incl Ln# /Subcode	Desc-long	
1133		Eggs; whole, dried	1
1123		Eggs; whole, raw, fresh, and frozen	4
1137		Eggs; yolk, dried	1
1125		Eggs; yolk, raw, fresh	1
1126		Eggs; yolk, raw, frozen	1
1110		Milk shakes; thick chocolate	1
1110	1	Milk shakes; thick chocolate shake mix, milk added	1
1111		Milk shakes; thick vanilla	1
1111	1	Milk shakes; thick vanilla shake mix, milk added	1
1088	1	Milk; Kefir milk	1
1088		Milk; buttermilk, cultured, from skim milk	1
1095		Milk; canned, condensed, sweetened	1
1097		Milk; canned, evaporated, skim	1
1153		Milk; canned, evaporated, unsweetened, w/added vitamin A	1
1096		Milk; canned, evaporated, unsweetened, wo/added vitamin A -	1
1104		Milk; chocolate, lowfat, 1% fat	1
1103		Milk; chocolate, lowfat, 2% fat	1
1102		Milk; chocolate, whole	1
1092		Milk; dry, skim, non-fat solids, instant, w/added vitamin A	1
1155		Milk; dry, skim, non-fat solids, instant, wo/added vitamin A	1
1154		Milk; dry, skim, non-fat solids, regular, w/added vitamin A	1
1091		Milk; dry, skim, non-fat solids, regular, wo/added vitamin A	1
1090		Milk; dry, whole	1
1105		Milk; hot cocoa	1
1077	1	Milk; leche fresca	1
1082		Milk; lowfat, 1% fat	1
1079		Milk; lowfat, 2% fat, w/added vitamin A	1
1085		Milk; skim, w/added vitamin A	1
1151		Milk; skim, wo/added vitamin A	1
1077		Milk; whole, 3.3% fat	1
1078		Milk; whole, 3.7% fat	1
1056		Sour cream	1
1180		Sour cream, fat free	1
1179		Sour cream, light	1
1178		Sour cream, reduced fat	1
1055		Sour cream; half & half, cultured	1
1074		Sour cream; imitation, nondairy, cultured	1
1058		Sour dressing; nonbutterfat, cultured, filled cream-type	1
1121		Yogurt; fruit, lowfat, 10 grams protein per 8 oz	1
1122		Yogurt; fruit, lowfat, 11 grams protein per 8 oz	1
1120		Yogurt; fruit, lowfat, 9 grams protein per 8 oz	1
1121	1	Yogurt; fruit, lowfat, custard style	1
1117		Yogurt; plain, lowfat, 12 grams protein per 8 oz	1
1118		Yogurt; plain, skim milk, 13 grams protein per 8 oz	1
1116		Yogurt; plain, whole milk, 8 grams protein per 8 oz	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 5

P Code	Incl Ln# /Subcode	Desc-long	Src
1119		Yogurt; vanilla, lowfat, 11 grams protein per 8 oz	1
1119	1	Yogurt; vanilla, lowfat, liquid	1
<hr/>			
2001		Allspice, ground	1
2002		Anise seed	1
2044		Basil, fresh	1
2003		Basil, ground	1
2004		Bay leaf, crumbled	1
2005		Caraway seed	1
2006		Cardamon, ground	1
2007		Celery seed	1
2008		Chervil, dried	1
2009		Chili powder	1
2010		Cinnamon, ground	1
2011		Cloves, ground	1
2012		Coriander leaf, dried	1
2013		Coriander seed	1
2014		Cumin seed	1
2014	1	Cumin, ground	1
2015		Curry powder	1
2016		Dill seed	1
2017		Dill weed, dried	1
2045		Dill weed, fresh	1
2018		Fennel seed	1
2019		Fenugreek seed	1
2020		Garlic powder	1
2020	1	Garlic, granulated	1
2021		Ginger, ground	1
18369		Leavening agents; baking powder, double-acting, sodium aluminum sulfate	1
18370		Leavening agents; baking powder, double-acting, straight phosphate	1
18371		Leavening agents; baking powder, low-sodium	1
18372		Leavening agents; baking soda	1
18373		Leavening agents; cream of tartar	1
18375		Leavening agents; yeast, baker's, active dry	1
18374		Leavening agents; yeast, baker's, compressed	1
2061		Lemon granules--lemon juice on corn syrup solids	1
2062		Liquid smoke--natural hickory seasoning	1
2022		Mace, ground	1
2023		Marjoram, dried	1
2056		Mint leaves, fresh	1
2024		Mustard seed, yellow	1
2024	1	Mustard, powder or dry, yellow	1
2025		Nutmeg, ground	1
2026		Onion powder	1
2027	1	Oregano leaves, dried	1
2027		Oregano, ground	1
2028		Paprika	1
2029		Parsley, dried	1
2030		Pepper, black	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 6

CNP code	Incl Ln# /Subcode	Desc-long	
2031		Pepper, red or cayenne	1
2032		Pepper, white	1
2033		Poppy seed	1
2034		Poultry seasoning	1
2035		Pumpkin pie spice	1
2036		Rosemary, dried	1
2037		Saffron	1
2038		Sage, ground	1
2057		Salt, celery	1
2058		Salt, garlic	1
2059		Salt, onion	1
2047		Salt, table	1
2039		Savory, ground	1
51324		Seasoning, barbecue spice mix for pork and chicken; Red Label Pork & Chicken Barbecue Spice; as purchased	3
51325		Seasoning, barbecue, for pork; Red Label Pork Barbecue Spice; as purchased	3
51322		Seasoning, beef flavored for ground meat; Red Label Ground Meat Mix Beef Flavor; as purchased	3
51316		Seasoning, cajun-style, for meat, fish and poultry; Red Label Cajun Seasoning/marinade; as purchased	3
51317		Seasoning, chili mix, dry blend; Red Label Flavorous Chili Seasoning; as purchased	3
51350		Seasoning, meat loaf; Red Label Meat Loaf Mix; as purchased	3
51326		Seasoning, taco mix, dry; Red Label Taco Seasoning Mix; as purchased	3
51327		Seasoning, taco mix; Red Label Taco Seasoning Mix; as purchased	
2060		Taco seasoning mix, mild	1
2041		Tarragon, ground	1
2042	1	Thyme leaf, dried	1
2042		Thyme, ground	1
2043		Turmeric, ground	1
2050		Vanilla extract	1
=====			
3185		Babyfood; cereal, mixed, dry	1
3685		Babyfood; cereal, mixed, prepared w/whole milk	1
3686		Babyfood; cereal, mixed, w/bananas, prepared w/whole milk	1
3189		Babyfood; cereal, oatmeal, dry	1
3689		Babyfood; cereal, oatmeal, prepared w/whole milk	1
3194		Babyfood; cereal, rice, dry	1
3694		Babyfood; cereal, rice, prepared w/whole milk	1
3212		Babyfood; cereal, rice, w/bananas, dry	1
3712		Babyfood; cereal, rice, w/bananas, prepared w/ whole milk	1
3218		Babyfood; dessert, apple betty, strained	1
3246		Babyfood; dessert, custard pudding, vanilla, junior	1
3228		Babyfood; dessert, peach cobbler, junior	1
3227		Babyfood; dessert, peach cobbler, strained	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 7

IP Code	Incl Ln# /Subcode	Desc-long	Src
3164		Babyfood; fruit, apple & blueberry, strained	1
3152		Babyfood; fruit, apple & raspberry, w/sugar, strained	1
3142		Babyfood; fruit, applesauce & apricots, strained	1
3144		Babyfood; fruit, applesauce & cherries, strained	1
3117		Babyfood; fruit, applesauce, junior	1
3116		Babyfood; fruit, applesauce, strained	1
3131		Babyfood; fruit, peaches w/sugar, junior	1
3130		Babyfood; fruit, peaches w/sugar, strained	1
3158		Babyfood; fruit, pears & pineapple, strained	1
3133		Babyfood; fruit, pears, junior	1
3132		Babyfood; fruit, pears, strained	1
3090		Babyfood; macaroni & cheese, junior	1
3089		Babyfood; macaroni & cheese, strained	1
3003		Babyfood; meat, beef, junior	1
3002		Babyfood; meat, beef, strained	1
3013		Babyfood; meat, chicken, junior	1
3012		Babyfood; meat, chicken, strained	1
3008		Babyfood; meat, ham, strained	1
3010		Babyfood; meat, lamb, strained	1
3016		Babyfood; meat, turkey, junior	1
3015		Babyfood; meat, turkey, strained	1
3005		Babyfood; meat, veal, strained	1
3098		Babyfood; vegetable, beets, strained	1
3100		Babyfood; vegetable, carrots, junior	1
3099		Babyfood; vegetable, carrots, strained	1
3120		Babyfood; vegetable, corn, creamed, junior	1
3119		Babyfood; vegetable, corn, creamed, strained	1
3283		Babyfood; vegetable, garden vegetable, strained	1
3092		Babyfood; vegetable, green beans, junior	1
3091		Babyfood; vegetable, green beans, strained	1
3282		Babyfood; vegetable, mix vegetables, junior	1
3286		Babyfood; vegetable, mix vegetables, strained	1
3121		Babyfood; vegetable, peas, strained	1
3127		Babyfood; vegetable, spinach, creamed, strained	1
3105		Babyfood; vegetable, squash, junior	1
3104		Babyfood; vegetable, squash, strained	1
3109		Babyfood; vegetable, sweetpotatoes, junior	1
3108		Babyfood; vegetable, sweetpotatoes, strained	1
=====			
4137		Butter oil, anhydrous	4
4001		Fat, beef (tallow)	1
4542		Fat, chicken	1
4002		Fat, lard (pork fat)	1
4520		Fat, mutton (includes lamb)	1
4575		Fat, turkey	1
4526		Margarine-like spread; approximately 60% fat, stick, soybean (hydrogenated) & palm (hydrogenated)	1
4106		Margarine-like spread; approximately 60% fat, tub, soybean (hydrogenated) & cottonseed (hydrogenated)	1
4527		Margarine-like spread; approximately 60% fat, tub, soybean (hydrogenated) & palm (hydrogenated & regular)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 8

CNP code	Incl Ln# /Subcode	Desc-long	St
4561		Margarine-like spread; approximately 60% fat, tub, unspecified oils	1
4107		Margarine; imitation (approximately 40% fat), corn (hydrogenated & regular)	1
4112		Margarine; imitation (approximately 40% fat), soybean (hydrogenated) & cottonseed	1
4110		Margarine; imitation (approximately 40% fat), soybean (hydrogenated) & cottonseed (hydrogenated)	1
4108		Margarine; imitation (approximately 40% fat), soybean (hydrogenated) & palm (hydrogenated & regular)	1
4128		Margarine; imitation (approximately 40% fat), unspecified oils	1
4109		Margarine; imitation (approximatley 40% fat), soybean (hydrogenated)	1
4522		Margarine; regular, hard, coconut (hydrogenated & regular) & sunflower & palm (hydrogenated)	1
4067		Margarine; regular, hard, corn & soybean (hydrogenated) & cottonseed (hydrogenated), w/salt	1
4068		Margarine; regular, hard, corn & soybean (hydrogenated) & cottonseed (hydrogenated), wo/salt	1
4065		Margarine; regular, hard, corn (hydrogenated & regular)	1
4071		Margarine; regular, hard, corn (hydrogenated)	1
4079		Margarine; regular, hard, safflower & soybean (hydrogenated) & cottonseed (hydrogenated)	1
4080		Margarine; regular, hard, soybean (hydrogenated & regular)	1
4073		Margarine; regular, hard, soybean (hydrogenated)	
4074		Margarine; regular, hard, soybean (hydrogenated) & corn & cottonseed (hydrogenated)	
4075		Margarine; regular, hard, soybean (hydrogenated) & cottonseed	1
4076		Margarine; regular, hard, soybean (hydrogenated) & cottonseed (hydrogenated)	1
4083		Margarine; regular, hard, soybean (hydrogenated) & cottonseed (hydrogenated) & soybean (regular)	1
4082		Margarine; regular, hard, soybean (hydrogenated) & palm (hydrogenated & regular)	1
4077		Margarine; regular, hard, soybean (hydrogenated) & palm (hydrogenated)	1
4081		Margarine; regular, hard, soybean (regular) & soybean (hydrogenated) & cottonseed (hydrogenated)	1
4089		Margarine; regular, hard, sunflower & soybean (hydrogenated & regular) & cottonseed (hydrogenated)	1
4078		Margarine; regular, hard, sunflower & soybean (hydrogenated)	1
4521		Margarine; regular, hard, sunflower & soybean (hydrogenated) & cottonseed (hydrogenated)	1
4105		Margarine; regular, liquid, soybean (hydrogenated & regular) & cottonseed	1
4132		Margarine; regular, unspecified oils, w/salt added	1
4131		Margarine; regular, unspecified oils, wo/added salt	1
4092		Margarine; soft, corn (hydrogenated & regular)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 9

CNP code	Incl Ln# /Subcode	Desc-long	Src
4101		Margarine; soft, safflower & cottonseed (hydrogenated) & peanut (hydrogenated)	1
4094		Margarine; soft, soybean (hydrogenated & regular), w/salt	1
4093		Margarine; soft, soybean (hydrogenated & regular), wo/salt	1
4095		Margarine; soft, soybean (hydrogenated) & cottonseed	1
4099		Margarine; soft, soybean (hydrogenated) & cottonseed (hydrogenated) & soybean (regular)	1
4097		Margarine; soft, soybean (hydrogenated) & cottonseed (hydrogenated), w/salt	1
4096		Margarine; soft, soybean (hydrogenated) & cottonseed (hydrogenated), wo/salt	1
4523		Margarine; soft, soybean (hydrogenated) & palm (hydrogenated & regular)	1
4524		Margarine; soft, soybean (hydrogenated) & sunflower	1
4103		Margarine; soft, soybean (regular) & soybean (hydrogenated) & cottonseed (hydrogenated)	1
4525		Margarine; soft, sunflower & cottonseed (hydrogenated) & peanut (hydrogenated)	1
4102		Margarine; soft, sunflower (hydrogenated & regular)	1
4130		Margarine; soft, unspecified oils, w/salt added	1
4129		Margarine; soft, unspecified oils, wo/added salt	1
4027		Mayonnaise; imitation, soybean	1
4029		Mayonnaise; imitation, soybean wo/cholesterol	1
4018		Mayonnaise; regular, w/salt	1
4026		Mayonnaise; soybean & safflower oil, w/salt	1
4025		Mayonnaise; soybean oil, w/salt	1
4145		Mayonnaise; soybean oil, wo/salt	1
4582		Oil; canola	1
4518		Oil; corn, salad or cooking	1
4502		Oil; cottonseed, salad or cooking	1
4053		Oil; olive, salad or cooking	1
4042		Oil; peanut, salad or cooking	1
4510		Oil; safflower, salad or cooking, linoleic, (over 70%)	1
4511		Oil; safflower, salad or cooking, oleic, (over 70%)	1
4058		Oil; sesame, salad or cooking	1
4531		Oil; soybean lecithin	1
4044		Oil; soybean, salad or cooking	4
4034		Oil; soybean, salad or cooking, (hydrogenated)	1
4543		Oil; soybean, salad or cooking, (hydrogenated) & cottonseed	1
4060		Oil; sunflower, linoleic (less than 60%)	1
4506		Oil; sunflower, linoleic, (60% & over)	1
4545		Oil; sunflower, linoleic, (hydrogenated)	1
4584		Oil; sunflower, oleic (70% and over)	1
4623		Oil; vegetable, type A (commodity)	4
4318		Oil; vegetable, type B (commodity)	4
4334		Oil; vegetable, type C (commodity)	4
4539		Salad dressing; blue & roquefort cheese, commercial, w/salt	1
4120		Salad dressing; french, commercial, regular, w/salt	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 10

CNP code	Incl Ln# /Subcode	Desc-long	
4020		Salad dressing; french, diet, low fat, 5 calories/tsp, w/salt	1
4142		Salad dressing; french, diet, low fat, 5 calories/tsp, wo/salt	1
4021		Salad dressing; italian, commercial, diet, 2 calories/tsp, w/salt	1
4144		Salad dressing; italian, commercial, diet, 2 calories/tsp, wo/salt	1
4114		Salad dressing; italian, commercial, regular, w/salt	1
4143		Salad dressing; italian, commercial, regular, wo/salt	1
4621		Salad dressing; mayonnaise-type (commodity)	4
4622		Salad dressing; mayonnaise-type, reduced calorie (commodity)	4
4022		Salad dressing; russian, low calorie, w/salt	1
4015		Salad dressing; russian, w/salt	1
4016		Salad dressing; sesame seed	1
4017		Salad dressing; thousand island, commercial, regular, w/salt	1
4023		Salad dressing; thousand island, diet, low calorie, 10 calories/tsp, w/salt	1
4114	1	Salad dressing; vinaigrette, commercial, regular, w/salt	1
4616		Shortening, institutional, composite	1
4595		Shortening, multipurpose, soybean (hydrogenated) & palm (hydrogenated)	1
4587		Shortening, special purpose for baking, soybean (hydrogenated) palm & cottonseed	1
4586		Shortening, special purpose for cakes & frostings, soybean (hydrogenated)	1
4550		Shortening; frying (heavy duty), beef tallow & cottonseed	1
4556		Shortening; frying (heavy duty), palm (hydrogenated)	1
4552		Shortening; frying (heavy duty), soybean (hydrogenated), linoleic (30%) stabilized w/silicon	1
4560		Shortening; frying (heavy duty), soybean (hydrogenated), linoleic (less than 1%)	
4547		Shortening; frying (regular), soybean (hydrogenated) & cottonseed (hydrogenated)	
4331		Shortening; vegetable, type 1 (commodity)	
4344		Shortening; vegetable, type 2 (commodity)	
4352		Shortening; vegetable, type 3, liquid (commodity)	
<hr/>			
51123		Chicken nuggets, CN breast & thigh nuggets; Chicken Nuggets; as purchased	
51125		Chicken nuggets, CN enriched breast & thigh nuggets; Chicken Nuggets; as purchased	
51124		Chicken nuggets, CN enriched breast nuggets; Chicken Nuggets; as purchased	
51126		Chicken nuggets, CN enriched nuggets; Chicken Nuggets; as purchased	
5355		Chicken nuggets, light and dark meat, breaded, heated	

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 11

NP code	Incl Ln# /Subcode	Desc-long	Src
		(commodity)	
51125	1000009	Chicken patties, CN enriched breast and thigh patties; Chicken Patties; as purchased	3
51124	1000008	Chicken patties, CN enriched breast patties; Chicken Patties; as purchased	3
51126	1000010	Chicken patties, CN enriched chicken patties; Chicken Patties; as purchased	3
51130		Chicken patties, CN enriched grilled breast; Grilled Chicken Patties; as purchased	3
51131		Chicken patties, CN grilled enriched italian breast patties; Grilled Chicken Patties; as purchased	3
51132		Chicken patties, CN grilled enriched mesquite breast patties; Grilled Chicken Patties; as purchased	3
5350		Chicken patties, light and dark meat, breaded, heated (commodity)	4
5360		Chicken, diced, cooked, frozen (commodity)	4
5060		Chicken; breast, meat & skin, cooked, baked	1
5061		Chicken; breast, meat & skin, cooked, boiled	1
5058		Chicken; breast, meat & skin, cooked, fried, batter	4
5059		Chicken; breast, meat & skin, cooked, fried, flour	1
5057		Chicken; breast, meat & skin, raw	1
5064		Chicken; breast, meat only, cooked, baked	1
5065		Chicken; breast, meat only, cooked, boiled	1
5063		Chicken; breast, meat only, cooked, fried	1
5062		Chicken; breast, meat only, raw	1
5007	1	Chicken; broilers or fryers, meat & skin, cooked, fried, breaded	4
5277		Chicken; canned, meat only, boned, w/broth	1
5311		Chicken; canned, wo/broth	4
5009	1	Chicken; chilled, cooked	4
5070		Chicken; drumstick, meat & skin, cooked, boiled	1
5067		Chicken; drumstick, meat & skin, cooked, fried, batter	1
5068		Chicken; drumstick, meat & skin, cooked, fried, flour	1
5069		Chicken; drumstick, meat & skin, cooked, roasted (includes baked)	4
5066		Chicken; drumstick, meat & skin, raw	1
5073		Chicken; drumstick, meat only, cooked, baked	1
5074		Chicken; drumstick, meat only, cooked, boiled	1
5072		Chicken; drumstick, meat only, cooked, fried	1
5071		Chicken; drumstick, meat only, raw	1
5340		Chicken; leg quarter, meat & skin, cooked, roasted (includes baked)	4
5079		Chicken; leg, meat & skin, cooked, boiled	1
5076		Chicken; leg, meat & skin, cooked, fried, batter	1
5077		Chicken; leg, meat & skin, cooked, fried, flour	1
5078		Chicken; leg, meat & skin, cooked, roasted (includes baked)	4
5075		Chicken; leg, meat & skin, raw	1
5082		Chicken; leg, meat only, cooked, baked	1
5083		Chicken; leg, meat only, cooked, boiled	1
5081		Chicken; leg, meat only, cooked, fried	1
5080		Chicken; leg, meat only, raw	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 12

CNP code	Incl Ln# /Subcode	Desc-long	
5010		Chicken; light and dark meat & skin, cooked, boiled	1
5007		Chicken; light and dark meat & skin, cooked, fried, batter	4
5008		Chicken; light and dark meat & skin, cooked, fried, flour	1
5009		Chicken; light and dark meat & skin, cooked, roasted (includes baked)	1
5006		Chicken; light and dark meat & skin, raw	1
5013		Chicken; light and dark meat only, baked	1
5014		Chicken; light and dark meat only, boiled	4
5012		Chicken; light and dark meat only, cooked, fried	1
5011		Chicken; light and dark meat only, raw	1
5028		Chicken; liver, cooked, simmered	1
5027		Chicken; liver, raw	1
5126		Chicken; meat only, cooked, boiled, diced, pulled	1
5094		Chicken; thigh, meat & skin, cooked, baked	4
5095		Chicken; thigh, meat & skin, cooked, boiled	1
5092		Chicken; thigh, meat & skin, cooked, fried, batter	1
5093		Chicken; thigh, meat & skin, cooked, fried, flour	1
5091		Chicken; thigh, meat & skin, raw	1
5098		Chicken; thigh, meat only, cooked, baked	1
5099		Chicken; thigh, meat only, cooked, boiled	1
5097		Chicken; thigh, meat only, cooked, fried	1
5096		Chicken; thigh, meat only, raw	1
5103		Chicken; wing, meat & skin, cooked, baked	1
5104		Chicken; wing, meat & skin, cooked, boiled	1
5101		Chicken; wing, meat & skin, cooked, fried, batter	1
5102		Chicken; wing, meat & skin, cooked, fried, flour	1
5100		Chicken; wing, meat & skin, raw	1
5107		Chicken; wing, meat only, cooked, baked	1
5108		Chicken; wing, meat only, cooked, boiled	1
5106		Chicken; wing, meat only, cooked, fried	1
5105		Chicken; wing, meat only, raw	1
5610		Turkey burger, light and dark meat, cooked (commodity)	4
5600		Turkey ham, dark meat, smoked, frozen, heated (commodity)	4
5292		Turkey patties; breaded, battered, fried	1
5295		Turkey roast; boneless, frozen, seasoned, light & dark meat, raw	1
5296		Turkey roast; boneless, frozen, seasoned, light & dark meat, roasted	4
7082		Turkey roll; light & dark meat	1
7081		Turkey roll; light meat	1
5620		Turkey, diced, cooked, frozen (commodity)	4
5192		Turkey; all classes, breast, meat & skin, cooked, baked	1
5191		Turkey; all classes, breast, meat & skin, raw	1
5164		Turkey; all classes, cooked, meat & skin & giblets & neck, baked	1
5188		Turkey; all classes, dark meat, cooked, baked	1
5184		Turkey; all classes, dark meat, meat & skin, cooked, baked	1
5183		Turkey; all classes, dark meat, meat & skin, raw	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 13

CNP code	Incl Ln# /Subcode	Desc-long	Src
5187		Turkey; all classes, dark meat, raw	1
5186		Turkey; all classes, light meat, cooked, baked	1
5182		Turkey; all classes, light meat, meat & skin, cooked, baked	1
5181		Turkey; all classes, light meat, meat & skin, raw	1
5185		Turkey; all classes, light meat, raw	1
5166		Turkey; all classes, meat & skin, cooked, roasted (includes baked)	1
5165		Turkey; all classes, meat & skin, raw	1
5168		Turkey; all classes, meat only, cooked, baked	1
5167		Turkey; all classes, meat only, raw	1
5163		Turkey; all classes, raw, meat & skin & giblets & neck	1
5284		Turkey; cnd, meat only, w/broth	1
5285		Turkey; diced, light & dark meat, seasoned	1
5306		Turkey; ground, cooked	4
5305		Turkey; ground, raw	1
5166	1	Turkey; whole, chilled or frozen, cooked	4
=====			
6150		Barbecue sauce	1
6103		Cheese sauce, dehydrated, dry	1
51340		Gravy mix, au jus, instant; Superb Instant Au Jus Mix; as purchased	3
51259		Gravy mix, au jus; Trio Au Jus Gravy Mix; as purchased	3
1347		Gravy mix, beef, instant; Superb Instant Beef Gravy Mix; as purchased	3
51345		Gravy mix, biscuit, instant; Superb Old-fashioned Biscuit Gravy Mix; as purchased	3
51339		Gravy mix, biscuit, instant; Superb Peppered Old-fashioned Biscuit Gravy Mix; as purchased	3
51341		Gravy mix, brown, instant; Superb Instant Brown Gravy Mix; as purchased	3
51260		Gravy mix, brown; Trio Brown Gravy Mix; as purchased	3
51255		Gravy mix, brown; Trio Supreme Brown Gravy Mix; as purchased	3
51342		Gravy mix, country, instant; Superb Country Gravy Mix; as purchased	3
51265		Gravy mix, country; Trio Country Gravy Mix; as purchased	3
51343		Gravy mix, pork, instant; Superb Instant Pork Gravy Mix; as purchased	3
51266		Gravy mix, turkey; Trio Turkey Gravy Mix; as purchased	3
51221		Gravy, sausage; Chef-Mate Country Sausage Gravy; as purchased	3
6116	2	Gravy; Swiss steak	1
6114		Gravy; au jus, canned	1
6515		Gravy; au jus, dehydrated, prepared w/water	1
6116		Gravy; beef, canned	1
6116	1	Gravy; brown, canned	1
6518		Gravy; brown, dehydrated, prepared w/water	1
6119		Gravy; chicken, canned	1
6520		Gravy; chicken, dehydrated, prepared w/water	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 14

CNP code	Incl Ln# /Subcode	Desc-long	
6522		Gravy; mushroom, dehydrated, prepared w/water	1
6523		Gravy; onion, dehydrated, prepared w/water	1
6524		Gravy; pork, dehydrated, prepared w/water	1
6125		Gravy; turkey, canned	1
6526		Gravy; turkey, dehydrated, prepared w/water	1
6112	1	Oriental barbecue sauce	1
6178		Salsa (commodity)	4
51238		Salsa, chunky; Que Bueno Chunky Salsa; as served	3
6164		Salsa, commercial variety	1
51244		Salsa, w/ green chiles; Que Bueno Salsa With Green Chiles; as served	3
51256		Sauce mix, cheese; Trio Supreme Cheese Sauce Mix; as purchased	3
51336		Sauce mix, italian, dry blended; Red Label All Purpose Italian Sauce Mix; as purchased	3
51263		Sauce mix, nacho cheese; Trio Nacho Cheese Sauce Mix; as purchased	3
51225		Sauce, barbecue w/beef; Chef-Mate Sloppy Joe Barbecue Sauce With Beef; as purchased	3
51333		Sauce, cheddar cheese mix; Superb Instant Cheddar Cheese Sauce Mix; as purchased	3
51226		Sauce, cheddar cheese, basic; Chef-Mate Basic Cheddar Cheese Sauce; as purchased	3
51227		Sauce, cheddar cheese, sharp; Chef-Mate Sharp Cheddar Cheese Sauce; as purchased	3
51228		Sauce, cheese, golden; Chef-Mate Golden Cheese Sauce; as purchased	3
51229		Sauce, creole; Chef-Mate Creole Sauce; as purchased	3
51239		Sauce, enchilada; Que Bueno Enchilada Sauce; as purchased	3
51230		Sauce, hoisin (oriental barbecue); Chef-Mate Hoisin Sauce; as purchased	3
51222		Sauce, hot dog chili; Chef-Mate Hot Dog Chili Sauce; as purchased	3
51220		Sauce, hot dog; Chef-Mate Coney Island Style Hot Dog Sauce; as purchased	3
51231		Sauce, italian; Chef-Mate Italian Sauce; as purchased	3
51240		Sauce, jalapeno cheese; Que Bueno Jalapeno Cheese Sauce; as purchased	3
51232		Sauce, lemon barbecue/dipping; Chef-Mate Lemon Sauce; as purchased	3
51296		Sauce, marinara; Contadina Deluxe Marinara Sauce; as purchased	3
51269		Sauce, mexican-style cheese; Que Bueno Con Queso Sauce; as purchased	3
51334		Sauce, nacho cheese mix; Superb Instant Nacho Cheese Sauce Mix; as purchased	3
51242		Sauce, nacho cheese, mild; Que Bueno Mild Nacho Cheese Sauce; as purchased	3
51243		Sauce, nacho cheese; Que Bueno Nacho Cheese Sauce; as purchased	3
51241		Sauce, picante; Que Bueno Picante Sauce; as served	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 15

.P code	Incl Ln# /Subcode	Desc-long	Src
51294		Sauce, pizza; Contadina Deluxe Pizza Sauce; as purchased	3
51293		Sauce, spaghetti; Contadina Spaghetti Sauce; as purchased	3
51237		Sauce, stir-fry; Chef-Mate All Purpose Stir-fry Sauce; as purchased	3
51234		Sauce, sweet & sour glaze; Chef-Mate Sweet 'n Sour Glaze; as purchased	3
51233		Sauce, sweet & sour; Chef-Mate Sweet 'n Sour Sauce; as purchased	3
51235		Sauce, szechuan spice oriental; Chef-Mate Szechuan Sauce; as purchased	3
51245		Sauce, taco; Que Bueno Taco Sauce; as served	3
51236		Sauce, teriyaki; Chef-Mate Teriyaki Sauce; as purchased	3
6185		Sauces, ready-to-serve, taco, mild	1
51313		Soup base, beef flavored, concentrated; Green Label Concentrated Beef Flavored Base; as purchased	3
51308		Soup base, beef flavored; Blue Label Beef Flavor Soup Base; as purchased	3
51311		Soup base, beef, low sodium; Red Label Meat First, Low Sodium Beef Soup Base; as purchased	3
51310		Soup base, beef, wo/MSG/HVP; Red Label Beef Base, No MSG/HVP Added; as purchased	3
51355		Soup base, beef, wo/MSG; Gold Label Beef Base, No MSG Added; as purchased	3
1351		Soup base, beef, wo/MSG; Red Label Beef Base, No MSG Added; as purchased	3
51312		Soup base, beef; Blue Label Selected Beef Base; as purchased	3
51354		Soup base, beef; Gold Label Beef Base; as purchased	3
51307		Soup base, beef; Red Label Beef Base; as purchased	3
51304		Soup base, chicken flavored, wo/MSG; Blue Label Chicken Flavor Soup Base, No MSG Added; as purchased	3
51301		Soup base, chicken flavored; Blue Label Chicken Flavor Soup Base (with Parsley); as purchased	3
51302		Soup base, chicken flavored; Green Label Chicken Flavor Soup Base (Granular); as purchased	3
51306		Soup base, chicken flavored; Green Label Concentrated Chicken Flavored Base; as purchased	3
51303		Soup base, chicken, wo/MSG/HVP; Red Label Chicken Base, No HVP/MSG Added; as purchased	3
51353		Soup base, chicken, wo/MSG; Gold Label Chicken Base, No MSG Added; as purchased	3
51305		Soup base, chicken; Blue Label Selected Chicken Base; as purchased	3
51352		Soup base, chicken; Gold Label Chicken Base; as purchased	3
51300		Soup base, chicken; Red Label Chicken Base; as purchased	3
51357		Soup base, clam; Gold Label Clam Base; as purchased	3
51337		Soup base, cream, instant mix; Red Label Instant Cream Soup Base; as purchased	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 16

CNP code	Incl Ln# /Subcode	Desc-long	
51315		Soup base, french onion; Red Label French Onion Base; as purchased	3
51323		Soup base, ham flavored; Green Label Ham Flavored Base; as purchased	3
51321		Soup base, ham, smoked; Blue Label Old Smoky Ham Base; as purchased	3
51358		Soup base, ham, wo/MSG; Gold Label Ham Base, No MSG Added; as purchased	3
51319		Soup base, ham, wo/MSG; Red Label Ham Base, No MSG Added; as purchased	3
51314		Soup base, turkey; Red Label Turkey Base; as purchased	3
51320		Soup base, vegetable, wo/MSG; Red Label Vegetarian Base Dark, No Msg Added; as purchased	3
51318		Soup base, vegetable, wo/MSG; Red Label Vegetarian Base Light, No Msg Added; as purchased	3
51329		Soup base, vegetable; Red Label Vegetarian Base Dark; as purchased	3
51328		Soup base, vegetable; Red Label Vegetarian Base Light; as purchased	3
6468	2	Soup; alphabet vegetable, canned, prepared w/equal volume water, commercial	1
6404		Soup; bean w/pork, canned, prepared w/equal volume water, commercial	1
6075		Soup; beef broth or bouillon, powder, dry, granules or powder	1
6475		Soup; beef broth or bouillon, powder, or granules prepared w/water	1
6032		Soup; beef broth, bouillon & consomme, canned, condensed, commercial	1
6432		Soup; beef broth, bouillon, & consomme, prepared w/equal volume water, commercial	1
6076		Soup; beef broth, cubed, bouillon cubes	1
6476		Soup; beef broth, cubed, prepared w/water	1
6547		Soup; beef mushroom, canned, prepared w/equal volume water, commercial	1
6409		Soup; beef noodle, canned, prepared w/equal volume water, commercial	1
6402		Soup; black bean, canned, prepared w/equal volume water, commercial	1
6211		Soup; cheese, canned, prepared w/equal volume milk, commercial	1
6411		Soup; cheese, canned, prepared w/equal volume water, commercial	1
6419	1	Soup; chicken and stars, canned, prepared w/equal volume water, commercial	1
6081		Soup; chicken broth cubes, dry, bouillon cubes	1
6480		Soup; chicken broth or bouillon, dehydrated, prepared w/water	1
6080		Soup; chicken broth or bouillon, dry, granules or powder	1
6413	1	Soup; chicken broth powder, reconstituted	1
6413		Soup; chicken broth, canned, prepared w/equal volume	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 17

NP code	Incl Ln# /Subcode	Desc-long	Src
		water, commercial	
44188		Soup; chicken broth, low sodium, canned	1
6417		Soup; chicken gumbo, canned, prepared w/equal volume	1
		water, commercial	
6549		Soup; chicken mushroom, canned, prepared w/equal volume	1
		water, commercial	
6419		Soup; chicken noodle, canned, prepared w/equal volume	1
		water, commercial	
6425		Soup; chicken vegetable, canned, prepared w/equal	1
		volume water, commercial	
6412		Soup; chicken w/dumplings, canned, prepared w/equal	1
		volume water, commercial	
6423		Soup; chicken w/rice, canned, prepared w/equal volume	1
		water, commercial	
6426		Soup; chili beef, canned, prepared w/equal volume	1
		water, commercial	
6230		Soup; clam chowder, canned, new england, w/milk,	1
		prepared w/equal volume milk, commercial	
6430		Soup; clam chowder, canned, new england, w/milk,	1
		prepared w/equal volume water, commercial	
6428		Soup; clam chowder, manhattan, canned, w/tomato	1
		wo/milk, prepared w/equal volume water	
6201		Soup; cream of asparagus, canned, prepared w/equal	1
		volume milk, commercial	
6401		Soup; cream of asparagus, canned, prepared w/equal	1
		volume water, commercial	
6210		Soup; cream of celery, canned, prepared w/equal volume	1
		milk, commercial	
6410		Soup; cream of celery, canned, prepared w/equal volume	1
		water, commercial	
6416		Soup; cream of chicken, canned, prepared w/equal volume	1
		water, commercial	
6216		Soup; cream of chicken, prepared w/equal volume milk,	1
		commercial	
6043		Soup; cream of mushroom, canned, condensed, commercial	1
6243		Soup; cream of mushroom, canned, prepared w/equal	1
		volume milk, commercial	
6443		Soup; cream of mushroom, canned, prepared w/equal	1
		volume water, commercial	
6246		Soup; cream of onion, canned, prepared w/equal volume	1
		milk, commercial	
6446		Soup; cream of onion, canned, prepared w/equal volume	1
		water, commercial	
6253		Soup; cream of potato, canned, prepared w/equal volume	1
		milk, commercial	
6453		Soup; cream of potato, canned, prepared w/equal volume	1
		water, commercial	
6440		Soup; minestrone, canned, prepared w/equal volume	1
		water, commercial	
6442		Soup; mushroom barley, canned, prepared w/equal volume	1
		water, commercial	
6444		Soup; mushroom w/beef stock, canned, prepared w/equal	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 18

CNP code	Incl Ln# /Subcode	Desc-long	
		volume water, commercial	
6094		Soup; onion mix, dehydrated, dry form	1
6445		Soup; onion, canned, prepared w/equal volume water, commercial	1
6248		Soup; oyster stew, canned, prepared w/equal volume milk, commercial	1
6249		Soup; pea, green, canned, prepared w/equal volume milk, commercial	1
6449		Soup; pea, green, canned, prepared w/equal volume water, commercial	1
6451		Soup; pea, split w/ham, canned, prepared w/equal volume water, commercial	1
6452		Soup; pepperpot, canned, prepared w/equal volume water, commercial	1
6461		Soup; tomato beef w/noodle, canned, prepared w/equal volume water, commercial	1
6358		Soup; tomato bisque, canned, prepared w/equal volume milk, commercial	1
6558		Soup; tomato bisque, canned, prepared w/equal volume water, commercial	1
6463		Soup; tomato rice, canned, prepared w/equal volume water, commercial	1
6359		Soup; tomato, canned, prepared w/equal volume milk, commercial	1
6559		Soup; tomato, canned, prepared w/equal volume water, commercial	1
6465		Soup; turkey noodle, canned, prepared w/equal volume water, commercial	1
6466		Soup; turkey vegetable, canned, prepared w/equal volume water, commercial	1
6471		Soup; vegetable beef, canned, prepared w/equal volume water, commercial	1
6472		Soup; vegetable w/beef broth, canned, prepared w/equal volume water, commercial	1
6468	1	Soup; vegetable with dumplings, canned, prepared w/equal volume water, commercial	1
6471	1	Soup; vegetable with meat, canned, prepared w/equal volume water, commercial	1
6468		Soup; vegetarian vegetable, canned, prepared w/equal volume water, commercial	1
6134		Soy sauce	1
16424		Soy sauce; made from soy & wheat (shoyu), low sodium	1
6107		Spaghetti sauce, dehydrated, dry	1
6188		Stock, beef, ready-to-serve, low sodium	1
6172		Stock, chicken, ready-to-serve, wo/MSG	1
6187		Stock, vegetable, ready-to-serve, low sodium	1
6186		Stock, vegetable, ready-to-serve, wo/MSG	1
6709		Stroganoff sauce, dehydrated, prepared w/milk & water	1
6510		Sweet & sour sauce, dehydrated, prepared w/water & vinegar	1
6511		Teriyaki sauce, dehydrated, prepared w/water	1
6112		Teriyaki sauce, ready-to-serve	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 19

NP code	Incl Ln# /Subcode	Desc-long	Src
51359		Vegetable product, pureed; Gold Label Mirepoix Base; as purchased	3
6313		White sauce, dehydrated, prepared w/milk	1
43374		Worcestershire sauce	1
<hr/>			
51098		Bologna, beef; Beef Bologna; as served	3
51107		Bologna, pork/water/beef/etc, food service; Bologna; as served	3
51108		Bologna, turkey, food service; Turkey Bologna; as served	3
51137		Bologna, turkey/beef, food service; Stony Creek Bologna, Turkey/Beef; as served	3
51138		Bologna, turkey/pork, food service; Stony Creek Bologna, Turkey/Pork; as served	3
51071		Bratwurst, cooked; Food Service Cooked Bratwurst; as purchased	3
51094	1000080	Frankfurter, beef & pork, footlong; 5/1 Grill Meat Footlong Franks; as purchased	3
51100		Frankfurter, beef & pork, reduced fat; 8/1 Reduced Fat Grill Meat Franks (CN Approved); as purchased	3
51092	1000007	Frankfurter, beef & pork; 10/1 Grill Meat Frank; as purchased	3
51094	1000079	Frankfurter, beef & pork; 10/1 Grill Meat Franks (CN Approved); as purchased	3
1092		Frankfurter, beef & pork; 8/1 Grill Meat Frank; as purchased	3
51094		Frankfurter, beef & pork; 8/1 Grill Meat Franks, (CN Approved); as purchased	3
51104		Frankfurter, beef, bulk pack; 8/1 Beef Frank; as purchased	3
51099		Frankfurter, beef, reduced fat; 8/1 Reduced Fat Beef Franks (CN Approved); as purchased	3
51091		Frankfurter, poultry & beef; 8/1 Stony Creek Frank (With Beef), CN Approved; as purchased	3
51101		Frankfurter, turkey & beef, reduced fat; 8/1 Stony Creek Reduced Fat Franks (CN Approved); as purchased	3
51090		Frankfurter, turkey & pork; 8/1 Stony Creek Frank (With Pork), CN Approved; as purchased	3
51097		Frankfurter, turkey; 8/1 Turkey Franks; as purchased	3
7022		Frankfurter; beef	1
7023		Frankfurter; beef & pork	1
7024		Frankfurter; chicken	1
7025		Frankfurter; turkey	1
51069		Knockwurst, with cheddar cheese; Beddar With Cheddar(tm); as purchased	3
51068		Knockwurst, with garlic; Food Service Polish Knockwurst; as purchased	3
51067		Knockwurst; Food Service Knockwurst With Pizza Seasoning And Mozzarella Cheese; as purchased	3
7042		Luncheon meat, beef, loaved	1
7904		Luncheon meat, commodity type III, canned	4

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 20

CNP code	Incl Ln# /Subcode	Desc-long	
7008		Luncheon meat; beef & pork bologna	1
7007		Luncheon meat; beef bologna	1
7043	2	Luncheon meat; beef, pressed, thin sliced	1
7043	1	Luncheon meat; beef, smoked, thin sliced	1
7043		Luncheon meat; beef, thin sliced	1
7069	2	Luncheon meat; beer bologna, cooked	1
7069	3	Luncheon meat; beer sausage, cooked	1
7069	4	Luncheon meat; beerwurst, cooked	1
7011	1	Luncheon meat; chicken bologna	1
7017		Luncheon meat; chicken roll, light meat	1
7028	1	Luncheon meat; ham, 95% or more fat-free, deli	1
7029		Luncheon meat; ham, approx 11% fat, sliced, deli	1
7027		Luncheon meat; ham, chopped, not canned, deli	1
7028		Luncheon meat; ham, extra lean, approx 5% fat, sliced, deli	1
7051		Luncheon meat; olive loaf, pork	1
7056		Luncheon meat; peppered loaf	1
7058		Luncheon meat; pickle and pimienta loaf, pork	1
7062		Luncheon meat; picnic loaf	1
7010		Luncheon meat; pork bologna	1
7069	1	Luncheon meat; salami, cotto, cooked	1
7068	1	Luncheon meat; salami, kosher, cooked	1
7069		Luncheon meat; salami; beef & pork, cooked	1
7068		Luncheon meat; salami; beef, cooked	1
7011		Luncheon meat; turkey bologna	1
7080		Luncheon meat; turkey ham, cured turkey thigh meat	
7052		Luncheon meat; turkey pastrami	
7070		Luncheon meat; turkey salami, cooked	1
7057		Pepperoni	1
51029		Pepperoni; Sliced Pepperoni; as served	3
51112		Salami, beef, food service; Beef Salami; as served	3
51133		Salami, cooked, food service; Cooked Salami; as served	3
51133	1	Salami, cooked, food service; Jumbo Style Cooked Salami; as served	3
51115		Salami, cooked, reduced fat, food service; Reduced Fat Cooked Salami; as served	3
51136		Salami, turkey/pork, cooked, food service; Stony Creek Cooked Salami; as served	3
51105		Sausage, beef, smoked, skinless, hot; 5/1 Hot Beef Smoked Sausage; as purchased	3
51102	1000081	Sausage, polish, smoked, skinless; 5/1 Polish Smoked Sausage; as purchased	3
7901		Sausage, pork, bulk/links/patties, frozen, cooked (commodity)	4
7903		Sausage, pork, links/patties, cooked, frozen, reheated	4
51103		Sausage, smoked, skinless, hot; 5/1 Hot Smoked Sausage; as purchased	3
51102		Sausage, smoked, skinless, mild; 5/1 Plain Smoked Sausage; as purchased	3
51070		Sausage, smoked; Food Service Cocktail Sized Smoked Sausage; as purchased	3
7902		Sausage, turkey, cooked (commodity)	4

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 21

NP code	Incl Ln# /Subcode	Desc-long	Src
7038	1	Sausage; Knoblauch	1
7089		Sausage; italian, cooked	1
7089	1	Sausage; italian, hot links, cooked	1
7036		Sausage; italian, raw	1
7037		Sausage; kielbasa	1
7038		Sausage; knockwurst	1
7064		Sausage; pork, links or bulk, cooked	1
7063		Sausage; pork, links or bulk, raw	1
7074		Smoked link sausage, pork, polish sausage or half smoke	1
7075		Smoked link sausage; pork & beef, polish sausage or half smoke	1
7076		Smoked link sausage; pork & beef, w/flour & nonfat dry milk, polish sausage or half smoke	1
7077		Smoked link sausage; pork & beef, w/nonfat dry milk added, polish sausage or half smoke	1
7079		Turkey breast meat, deli	1
=====			
8144	1	Cereals, wheat, rolled (commodity)	4
8056		Cereals; 100% Natural Cereal, w/raisins & dates, (oats, wheat)	1
8053		Cereals; 100% bran, (wheat bran, barley)	1
8054		Cereals; 100% natural cereal, plain, Quaker (oats, wheat)	1
8055		Cereals; 100% natural cereal, w/apple & cinnamon, (oats, wheat)	1
8001		Cereals; All-Bran, (wheat bran)	1
8002		Cereals; Alpha-Bits, (oat w/other grains)	1
8003		Cereals; Apple Jacks, (corn w/other grains)	1
8005		Cereals; Bran Buds, (wheat bran)	1
8008		Cereals; C.W. Post, plain, (oats w/other grains)	1
8011		Cereals; Cap'n Crunch's Crunchberries, (corn, oat)	1
8012		Cereals; Cap'n Crunch's Peanut Butter Crunch, (corn w/other grains)	1
8010		Cereals; Cap'n Crunch, (corn w/other grains)	1
8013		Cereals; Cheerios, (oat, wheat)	1
8015		Cereals; Cocoa Pebbles, (rice)	1
8014		Cereals; Cocoa Krispies, (rice)	1
8028		Cereals; Complete Bran Flakes, Kellogg's, (wheat bran)	1
8017	1	Cereals; Cookie-Crisp, all flavors	1
8017		Cereals; Cookie-Crisp, chocolate chip & vanilla, (corn w/other grains)	1
8019		Cereals; Corn Chex, (corn)	1
8020		Cereals; Corn Flakes, Kellogg's, (corn)	1
8068		Cereals; Corn Pops, (corn)	1
8023		Cereals; Cracklin' Oat Bran, (oats, wheat)	1
8168		Cereals; Cream of Rice, cooked w/water, w/salt, (rice)	1
8101		Cereals; Cream of Rice, cooked w/water, wo/salt, (rice)	1
8106		Cereals; Cream of Wheat, instant, dry, (wheat)	1
8171		Cereals; Cream of Wheat, instant, prep w/water, w/salt, (wheat)	1
8107		Cereals; Cream of Wheat, instant, prep w/water,	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 22

CNP code	Incl Ln# /Subcode	Desc-long	
		wo/salt, (wheat)	
8111		Cereals; Cream of Wheat, mix'n eat; apple ,banana &maple flavor, prep, (wheat, corn)	1
8109		Cereals; Cream of Wheat, mix'n eat; plain, prep w/water, (wheat, corn)	1
8109	2	Cereals; Cream of Wheat, mix'n eat; w/fruit, prep w/water	1
8109	4	Cereals; Cream of Wheat, mix'n eat; w/maple and brown sugar, prep w//water	1
8109	3	Cereals; Cream of Wheat, mix'n eat; w/spices, prep w/water	1
8170		Cereals; Cream of Wheat, quick, cooked w/water, w/salt, (wheat)	1
8105		Cereals; Cream of Wheat, quick, cooked w/water, wo/salt, (wheat)	4
8104		Cereals; Cream of Wheat, quick, dry, (wheat)	1
8169		Cereals; Cream of Wheat, regular, cooked w/water, w/salt, (wheat)	1
8103		Cereals; Cream of Wheat, regular, cooked w/water, wo/salt, (wheat)	1
8102		Cereals; Cream of Wheat, regular, dry, (wheat)	1
8026		Cereals; Crispy Wheats 'n Raisins, (wheat)	1
8030		Cereals; Froot Loops, (corn w/other grains)	1
8069		Cereals; Frosted Flakes, Kellogg's, (corn)	1
8031	1	Cereals; Frosted Mini-Wheats, all flavors	1
8031		Cereals; Frosted Mini-Wheats, sugar-frosted & brown sugar cinnamon, (wheat)	
8033		Cereals; Frosted Rice Krinkles, (rice)	1
8032		Cereals; Frosted Rice Krispies, (rice)	1
8034		Cereals; Fruity Pebbles, (rice)	1
8073		Cereals; Golden Crisp, (wheat)	1
8035		Cereals; Golden Grahams, (corn, wheat)	1
8039		Cereals; Grape-Nuts Flakes, (wheat, barley)	1
8038		Cereals; Grape-Nuts, (wheat, barley)	1
8040		Cereals; Heartland Natural Cereal, plain, (oats, wheat germ)	1
8041		Cereals; Heartland Natural Cereal, w/coconut, (oats, wheat germ)	1
8042		Cereals; Heartland Natural Cereal, w/raisins, (oats, wheat germ)	1
8045		Cereals; Honey Nut Cheerios, (oat, wheat)	1
8046		Cereals; Honeycomb, (corn, oats)	1
8071		Cereals; Kellogg's Smacks, (wheat)	1
8047		Cereals; King Vitaman, (corn w/other grains)	1
8048		Cereals; Kix, (corn w/other grains)	1
8049		Cereals; Life, plain & cinnamon products, (oat w/other grains)	1
8050		Cereals; Lucky Charms, (oat w/other grains)	1
8178		Cereals; Malt-o-Meal, plain & chocolate, cooked w/water, w/salt, (wheat, barley)	1
8117		Cereals; Malt-o-Meal, plain & chocolate, cooked w/water, wo/salt, (wheat, barley)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 23

NP code	Incl Ln# /Subcode	Desc-long	Src
8176		Cereals; Maltex, cooked w/water, w/salt (wheat)	1
8115		Cereals; Maltex, cooked w/water, wo/salt, (wheat)	1
8179		Cereals; Maypo, cooked w/water, w/salt, (oatmeal w/other grains)	1
8119		Cereals; Maypo, cooked w/water, wo/salt, (oatmeal w/other grains)	1
8006		Cereals; Multi-Bran Chex, (wheat bran, corn)	1
8029		Cereals; Natural Bran Flakes, Post, (wheat bran)	1
8052		Cereals; Nature Valley Granola, toasted oat mix, (oats, soy)	1
8043		Cereals; Nut & Honey Crunch, (corn)	1
8152		Cereals; Nutri-Grain, wheat, (wheat)	1
8027		Cereals; Post Oat Flakes, (oat w/other grains)	1
8058		Cereals; Product 19, (corn w/other grains)	1
8018		Cereals; Quaker crunchy corn bran (corn bran w/other grains)	1
8059		Cereals; Quisp, (corn, oat)	1
8060		Cereals; Raisin Bran, Kellogg's, (wheat)	1
8061		Cereals; Raisin Bran, Post, (wheat)	1
8062		Cereals; Raisin Bran, Ralston Purina, (wheat)	1
8185		Cereals; Ralston, cooked w/water, w/salt, (oats)	1
8135		Cereals; Ralston, cooked w/water, wo/salt, (wheat)	1
8064		Cereals; Rice Chex, (rice)	1
8065		Cereals; Rice Krispies, (rice)	1
8184		Cereals; Roman Meal w/oats, cooked w/water, w/salt, (wheat w/other grains)	1
8155		Cereals; Roman Meal w/oats, cooked w/water, wo/salt, (wheat w/other grains)	1
8181		Cereals; Roman Meal, plain, cooked w/water, w/salt, (wheat w/other grains)	1
8137		Cereals; Roman Meal, plain, cooked w/water, wo/salt, (wheat w/other grains)	1
8067		Cereals; Special K, (rice, wheat)	1
8074		Cereals; Tasteeos, (oat w/other grains)	1
8075		Cereals; Team Flakes, (rice w/other grains)	1
8076		Cereals; Toasties, (corn)	1
8077		Cereals; Total, (wheat)	1
8078		Cereals; Trix, (corn w/other grains)	1
8082		Cereals; Wheat Chex, (wheat)	1
8143		Cereals; Wheatena, cooked w/water, (wheat)	1
8182		Cereals; Wheatena, cooked w/water, w/salt, (wheat)	1
8089		Cereals; Wheaties, (wheat)	1
8022		Cereals; corn flakes, low sodium, (corn)	1
8092		Cereals; corn grits, instant, plain, dry, (corn)	1
8093		Cereals; corn grits, instant, plain, prep w/water, (corn)	1
8095		Cereals; corn grits, instant, w/artificial cheese flavor, prep w/water, (corn)	1
8097		Cereals; corn grits, instant, w/imitation bacon bits, prep w/water, (corn)	1
8099		Cereals; corn grits, instant, w/imitation ham bits, prep w/water, (corn, soy)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 24

CNP code	Incl Ln# /Subcode	Desc-long	
8161		Cereals; corn grits, white, reg & quick, enriched, cooked w/water, w/salt, (corn)	1
8090		Cereals; corn grits, white, reg & quick, enriched, dry, (corn)	4
8091		Cereals; corn grits, white, regular & quick, enriched, cooked w/water, wo/salt, (corn)	4
8159		Cereals; corn grits, yellow, reg & quick, enriched, dry, (corn)	1
8165		Cereals; corn grits, yellow, regular & quick, enriched, cooked w/water, w/salt, (corn)	1
8164		Cereals; corn grits, yellow, regular & quick, enriched, cooked w/water, wo/salt, (corn)	1
8024		Cereals; crisp rice, low sodium, (rice)	1
8025		Cereals; crispy rice, (rice)	1
8173		Cereals; farina, enriched, cooked w/water, w/salt, (wheat)	1
8113		Cereals; farina, enriched, cooked w/water, wo/salt, (wheat)	1
8109	1	Cereals; farina, mix'n eat, prep w/water	1
8037		Cereals; granola, homemade, (oats, wheat germ)	1
8122		Cereals; oatmeal, instant, fortified, plain, dry	1
8123		Cereals; oatmeal, instant, fortified, plain, prep w/water	1
8125		Cereals; oatmeal, instant, fortified, w/apples & cinnamon, prep w/water	1
8127		Cereals; oatmeal, instant, fortified, w/bran & raisins, prep w/water, (oats, wheat bran)	1
8129		Cereals; oatmeal, instant, fortified, w/cinnamon & spice, prep w/water	1
8123	2	Cereals; oatmeal, instant, fortified, w/fruit, prep w/water	1
8131		Cereals; oatmeal, instant, fortified, w/maple & brown sugar flavor, prep w/water	1
8123	3	Cereals; oatmeal, instant, fortified, w/nuts, prep w/water	1
8133		Cereals; oatmeal, instant, fortified, w/raisins & spice, prep w/water	1
8123	1	Cereals; oatmeal, instant, fortified, w/spice, prep w/water	1
8121		Cereals; oatmeal, regular & quick & instant, wo/fortification, cooked w/water, wo/salt, (oats)	4
8120		Cereals; oatmeal, regular & quick & instant, wo/fortification, dry, (oats)	1
8156		Cereals; rice, puffed, fortified, (rice)	1
8066		Cereals; rice, puffed, lower fortification (<2% rda), (rice)	1
8084		Cereals; wheat germ, toasted, plain, (wheat germ)	1
8085		Cereals; wheat germ, toasted, w/brown sugar & honey, (wheat germ)	1
8157		Cereals; wheat, puffed, fortified, (wheat)	1
8146		Cereals; wheat, puffed, lower fortification (<2% rda), (wheat)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 25

IP code	Incl Ln# /Subcode	Desc-long	Src
8147		Cereals; wheat, shredded, large biscuit, (wheat)	1
8148		Cereals; wheat, shredded, small biscuit, (wheat)	1
8183		Cereals; whole wheat hot natural cereal, cooked w/water, w/salt, (wheat)	1
8145		Cereals; whole wheat hot natural cereal, cooked w/water, wo/salt, (wheat)	1
8144		Cereals; whole wheat hot natural cereal, dry, (wheat)	1
8090	1	Grits, corn, dry (commodity-type)	4
=====			
9016	1	Apple cider	1
9016	2	Apple cider, sparkling	1
9400		Apple juice; canned or bottled, unsweetened, w/added vitamin C	1
9016		Apple juice; canned or bottled, unsweetened, wo/added vitamin C	1
9018		Apple juice; frozen concentrate, unsweetened, diluted w/3 volumes water wo/added vitamin c	1
9411		Apple juice; frozen concentrate, unsweetened, diluted w/3 volumes water, w/ added vitamin c	1
9008		Apples; canned, sweetened, sliced, drained, heated	1
9007		Apples; canned, sweetened, sliced, drained, unheated	1
9348		Apples; canned, water pack, sliced	4
9348	1	Apples; canned, water pack, sliced, drained	4
9010		Apples; dehydrated (low moisture), sulfured, stewed	1
9009		Apples; dehydrated (low moisture), sulfured, uncooked	1
9013		Apples; dried, sulfured, stewed, w/added sugar	1
9012		Apples; dried, sulfured, stewed, wo/added sugar	1
9011		Apples; dried, sulfured, uncooked	1
9015		Apples; frozen, unsweetened, heated	1
9014		Apples; frozen, unsweetened, unheated	1
9003		Apples; raw, w/skin	4
9004		Apples; raw, wo/skin	1
9005		Apples; raw, wo/skin, cooked, boiled	1
9402		Applesauce; canned, sweetened, w/salt	1
9020		Applesauce; canned, sweetened, wo/salt	4
9401		Applesauce; canned, unsweetened, w/added vitamin C	1
9019		Applesauce; canned, unsweetened, wo/added vitamin C	1
9403		Apricot nectar; canned, w/added vitamin C	1
9036		Apricot nectar; canned, wo/added vitamin C	1
9359		Apricots, canned, juice pack, with skin, drained	1
9360		Apricots, canned, light syrup pack, with skin, drained	1
9358		Apricots, canned, water pack, without skin, drained	1
9027		Apricots; canned, heavy sirup pack, w/skin, solids & liquid	1
9028		Apricots; canned, heavy sirup pack, wo/skin, solids & liquid	1
9357		Apricots; canned, heavy syrup, drained	1
9024		Apricots; canned, juice pack, w/skin, solids & liquid	1
9026		Apricots; canned, light sirup pack, w/skin, solids & liquid	1
9022		Apricots; canned, water pack, w/skin, solids & liquid	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 26

CNP code	Incl Ln# /Subcode	Desc-long	
9023		Apricots; canned, water pack, wo/skin, solids & liquid	1
9029		Apricots; canned, extra heavy sirup pack, wo/skin, solids & liquid	1
9025		Apricots; canned, extra light syrup pack, w/skin, solids & liquid	1
9034		Apricots; dried, sulfured, stewed, w/added sugar	1
9033		Apricots; dried, sulfured, stewed, wo/added sugar	1
9032		Apricots; dried, sulfured, uncooked	1
9035		Apricots; frozen, sweetened, unthawed	1
9021		Apricots; raw	1
9037		Avocados; raw, all commercial varieties	1
9040	1	Bananas; cavendish, raw	1
9040	2	Bananas; dwarf, raw	1
9040	3	Bananas; finger, raw	1
9040		Bananas; raw	1
9046		Blackberries; canned, heavy sirup, solids & liquid	1
9048		Blackberries; frozen, unsweetened	1
9042		Blackberries; raw	1
9052		Blueberries; canned, heavy sirup, solids & liquid	1
9055		Blueberries; frozen, sweetened	1
9054		Blueberries; frozen, unsweetened	4
9050		Blueberries; raw	1
9368		Cherries, sweet, canned, light syrup pack, drained	1
9362		Cherries; sour, canned, water pack, drained	1
9064		Cherries; sour, red, canned, water pack, solids & liquid	1
9068		Cherries; sour, red, frozen, unsweetened, unthawed	
9396		Cherries; sour, reduced sugar, frozen (commodity)	1
9075		Cherries; sweet, canned, extra heavy sirup pack, solids & liquid	1
9074		Cherries; sweet, canned, heavy sirup pack, solids & liquid	1
9367		Cherries; sweet, canned, heavy syrup, drained	1
9366		Cherries; sweet, canned, juice pack, drained	1
9072		Cherries; sweet, canned, juice pack, solids & liquid	1
9073		Cherries; sweet, canned, light sirup pack, solids & liquid	1
9365		Cherries; sweet, canned, water pack, drained	1
9071		Cherries; sweet, canned, water pack, solids & liquid	1
9076		Cherries; sweet, frozen, sweetened	1
9070		Cherries; sweet, raw	1
9064	1	Cherries; tart, canned, water pack, solids & liquid	4
9069		Cherries; tart, red, frozen, sweetened, pitted	4
9078		Cranberries; raw	1
9081		Cranberry sauce; canned, sweetened	1
9082		Cranberry-orange relish; canned	1
9087		Dates; domestic, natural and dry	1
9046	1	Dewberries; canned, heavy sirup, solids & liquid	1
9092		Figs; canned, heavy sirup pack, solid & liquid	1
9091		Figs; canned, light syrup pack, solid & liquid	1
9090		Figs; canned, water pack, solid & liquid	1
9095		Figs; dried, stewed	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 27

IP code	Incl Ln# /Subcode	Desc-long	Src
9094		Figs; dried, uncooked	1
9347		Figs; nuggets	1
9089		Figs; raw	1
9101		Fruit cocktail; (peach & pineapple & pear & grape & cherry), canned, extra heavy sirup, solids & liquid	1
9098		Fruit cocktail; (peach & pineapple & pear & grape & cherry), canned, extra light sirup, solids & liquid	1
9100		Fruit cocktail; (peach & pineapple & pear & grape & cherry), canned, heavy sirup, solids & liquid	1
9097		Fruit cocktail; (peach & pineapple & pear & grape & cherry), canned, juice pack, solids & liquid	1
9350		Fruit cocktail; (peach & pineapple & pear & grape & cherry), canned, light sirup, drained	1
9099		Fruit cocktail; (peach & pineapple & pear & grape & cherry), canned, light sirup, solids & liquid	4
9096		Fruit cocktail; (peach & pineapple & pear & grape & cherry), canned, water pack, solids & liquid	1
9351		Fruit cocktail; canned, heavy syrup, drained	1
9106		Fruit salad; (peach & pear & apricot & pineapple & cherry), canned, extra heavy sirup, solids & liquid	1
9105		Fruit salad; (peach & pear & apricot & pineapple & cherry), canned, heavy sirup, solids & liquid	1
9103		Fruit salad; (peach & pear & apricot & pineapple & cherry), canned, juice pack, solids & liquid	1
9104		Fruit salad; (peach & pear & apricot & pineapple & cherry), canned, light sirup, solids & liquid	1
9102		Fruit salad; (peach & pear & apricot & pineapple & cherry), canned, water pack, solids & liquid	1
9325		Fruit salad; (pineapple & papaya & banana & guava), tropical, canned, heavy sirup, solids & liquid	1
9189		Fruit, mixed; (peach & cherry-sweet & sour-raspberries & grape & boysenberries), frozen, sweetened, thawed	1
9187		Fruit, mixed; (peach & pear & pineapple), canned, heavy sirup, solids & liquid	1
9188		Fruit, mixed; (prune & apricot & pear), dried	1
9135		Grape juice; canned or bottled, unsweetened	1
9137		Grape juice; frozen concentrate, sweetened, diluted w/3 volumes water	1
9124		Grapefruit juice; canned, sweetened	1
9123		Grapefruit juice; canned, unsweetened	1
9126		Grapefruit juice; frozen concentrate, unsweetened, diluted w/3 volumes water	1
9125		Grapefruit juice; frozen concentrate, unsweetened, undiluted	1
9111		Grapefruit; raw, pink & red & white, all areas	1
9387		Grapefruit; sections, canned, juice pack, drained	1
9120		Grapefruit; sections, canned, juice pack, solids & liquid	1
9121		Grapefruit; sections, canned, light sirup pack, solids & liquid	1
9388		Grapefruit; sections, canned, light syrup pack, drained	1
9386		Grapefruit; sections, canned, water pack, drained	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 28

CNP code	Incl Ln# /Subcode	Desc-long	
9119		Grapefruit; sections, canned, water pack, solids & liquid	1
9131		Grapes; american type (with skin), raw	1
9131	1	Grapes; concord, raw	1
9139		Guavas; common, raw	1
9148		Kiwifruit; fresh, raw	1
9153		Lemon juice; canned or bottled	1
9152		Lemon juice; fresh	1
9154		Lemon juice; frozen, unsweetened, single strength	1
9156		Lemon peel; raw	1
9151		Lemons; raw, w/peel	1
9150		Lemons; raw, wo/peel	1
9161		Lime juice; canned or bottled, unsweetened	1
9160		Lime juice; raw	1
9159		Limes; raw	1
9390		Liquid from canned fruit, heavy syrup pack	1
9391		Liquid from canned fruit, juice pack	1
9392		Liquid from canned fruit, light syrup pack	1
9393		Liquid from canned fruit, water pack	1
9164	1	Litchis; frozen	1
9164		Litchis; raw	1
9218	1	Mandarin orange; raw	1
9219		Mandarin oranges (tangerines); canned, juice pack	1
9383		Mandarin oranges (tangerines); canned, juice pack, drained	1
9220		Mandarin oranges (tangerines); canned, light sirup pack	
9384		Mandarin oranges (tangerines); canned, light syrup pack, drained	
9176		Mangos; raw	1
9046	3	Marionberries; canned, heavy sirup, solids & liquid	1
9185		Melon balls; frozen, unthawed	1
9181		Melons; cantaloup, raw	1
9183		Melons; casaba, raw	1
9183	1	Melons; cranshaw, raw	1
9184		Melons; honeydew, raw	1
9191		Nectarines; raw	1
9194		Olives, ripe, canned (jumbo-super colossal)	1
9193		Olives, ripe, canned (small-extra large)	1
9207		Orange juice; canned, unsweetened	1
9209		Orange juice; chilled, includes from concentrate	1
9206		Orange juice; fresh	1
9215		Orange juice; frozen concentrate, unsweetened, diluted w/3 volumes water	1
9214		Orange juice; frozen concentrate, unsweetened, undiluted	1
9216		Orange peel, raw	1
9217		Orange-grapefruit juice; canned, unsweetened	1
9200		Oranges; raw, all commercial varieties	4
9229		Papaya nectar; canned	1
9226		Papayas; raw	1
9407		Peach nectar; canned, w/added vitamin C	1
9251		Peach nectar; canned, wo/added vitamin C	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 29

NP code	Incl Ln# /Subcode	Desc-long	Src
9371		Peaches, canned, juice pack, drained	1
9372		Peaches, canned, water pack, drained	1
9242		Peaches; canned, extra heavy sirup pack, solids & liquid	1
9239		Peaches; canned, extra light sirup, solids & liquid	1
9241		Peaches; canned, heavy sirup pack, solids & liquid	1
9370		Peaches; canned, heavy syrup, drained	1
9238		Peaches; canned, juice pack, solids & liquid	4
9240		Peaches; canned, light sirup pack, solids & liquid	4
9369		Peaches; canned, light syrup, drained	1
9237		Peaches; canned, water pack, solids & liquid	1
9248		Peaches; dried, sulfured, stewed, w/added sugar	1
9247		Peaches; dried, sulfured, stewed, wo/added sugar	1
9246		Peaches; dried, sulfured, uncooked	1
9250		Peaches; frozen, sliced, sweetened, unthawed	4
9236		Peaches; raw	1
9408		Pear nectar; canned, w/added vitamin C	1
9262		Pear nectar; canned, wo/added vitamin C	1
9376		Pears, canned, juice pack, drained	1
9377		Pears, canned, light syrup pack, drained	1
9375		Pears, canned, water pack, drained	1
9258		Pears; canned, extra heavy sirup pack, solids & liquid	1
9255		Pears; canned, extra light sirup pack, solids & liquid	1
9257		Pears; canned, heavy sirup pack, solids & liquid	1
9374		Pears; canned, heavy syrup, drained	1
9254		Pears; canned, juice pack, solids & liquid	1
9256		Pears; canned, light sirup pack, solids & liquid	4
9253		Pears; canned, water pack, solids & liquid	1
9261		Pears; dried, sulfured, stewed, w/added sugar	1
9260		Pears; dried, sulfured, stewed, wo/added sugar	1
9259		Pears; dried, sulfured, uncooked	1
9252		Pears; raw	4
9273		Pineapple juice; canned, unsweetened, wo/added vitamin C	1
9409		Pineapple juice; canned, w/added vitamin C, unsweetened	1
9274		Pineapple juice; frozen concentrate, undiluted	1
9275		Pineapple juice; frozen concentrate, unsweetened, diluted w/3 volumes water	1
9355		Pineapple, canned, water pack, drained	1
9271		Pineapple; canned, extra heavy sirup pack, solids & liquid	1
9270		Pineapple; canned, heavy sirup pack, solids & liquid	1
9354		Pineapple; canned, juice pack, drained	1
9268		Pineapple; canned, juice pack, solids & liquid	1
9349		Pineapple; canned, light sirup pack, crushed, drained	1
9269		Pineapple; canned, light sirup pack, solids & liquid	4
9267		Pineapple; canned, water pack, solids & liquid	1
9266		Pineapple; raw	1
9278		Plantain; cooked	1
9277		Plantain; raw	1
9379		Plums; canned, heavy syrup, drained	1
9285		Plums; canned, purple, extra heavy sirup pack, solids &	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 30

CNP code	Incl Ln# /Subcode	Desc-long	
		liquid	
9284		Plums; canned, purple, heavy sirup pack, solids & liquid	1
9282		Plums; canned, purple, juice pack, solids & liquid	1
9283		Plums; canned, purple, light sirup pack, solids & liquid	4
9281		Plums; canned, purple, water pack, solids & liquid	1
9284	1	Plums; plum sauce	1
9279		Plums; raw	1
9288		Prunes; canned, heavy sirup pack, solids & liquid	1
9293	1	Prunes; ciruelas, stewed, w/added sugar	1
9293		Prunes; dried, stewed, w/added sugar	1
9292		Prunes; dried, stewed, wo/added sugar	1
9291		Prunes; dried, uncooked	1
9292	1	Prunes; prune compote	1
9297		Raisins; golden seedless	1
9299		Raisins; seeded	1
9298		Raisins; seedless	4
9298	1	Raisins; seedless, cinnamon-coated	1
9300		Raisins; seedless, plumped	1
9304	1	Raspberries, red or black, not specified as to raw, cooked, canned, or frozen	1
9304		Raspberries; canned, red, heavy sirup pack, solids & liquid	1
9306		Raspberries; frozen, red, sweetened, unthawed	1
9302		Raspberries; raw	
9317		Strawberries; canned, heavy sirup pack, solids & liquid	
9320		Strawberries; frozen, sweetened, sliced, unthawed	1
9319		Strawberries; frozen, sweetened, whole, unthawed	1
9318		Strawberries; frozen, unsweetened, unthawed	1
9316		Strawberries; raw	1
9218		Tangerines; raw	1
9218	2	Tangerines; satsuma	1
9326		Watermelon; raw	1
9046	2	Youngberries; canned, heavy sirup, solids & liquid	1
=====			
10124		Bacon; cured, bacon, cooked, broiled, pan-fried, or roasted	1
10131		Bacon; cured, canadian-style bacon, grilled	1
10130		Bacon; cured, canadian-style bacon, unheated	1
10123		Bacon; cured, raw	1
10129	1	Breakfast strips, cooked	1
51135		Ham, smoked, water added; Homestyle Smoked Ham; as purchased	3
51027		Ham; American Favorite Cooked Ham & Water; as served	3
10134		Ham; cured, boneless, extra lean (approx 5% fat), roasted	1
10134	2	Ham; cured, cottage ham, extra lean, cooked	1
10134	1	Ham; cured, country ham, extra lean, cooked	1
10134	3	Ham; cured, picnic ham, extra lean, cooked	1
10129		Pork breakfast strips; cured, cooked	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 31

P Code	Incl Ln# /Subcode	Desc-long	Src
10800		Pork, canned, w/natural juices, fat removed, heated	4
10802		Pork, cured, ham, boneless, cooked, heated (commodity)	4
10220		Pork, fresh, ground, cooked (approximately 21% fat)	4
10219		Pork, fresh, ground, raw (approximately 21% fat)	1
10803		Pork, ground, fine/coarse, frozen, cooked (commodity)	4
10801		Pork, rib patties, frozen, cooked (commodity)	4
51106		Pork; Pork Roll; as served	3
10020		Pork; fresh, loin, whole, separable lean and fat, raw	1
10026		Pork; fresh, loin, whole, separable lean only, cooked, broiled	1
<hr/>			
11001		Alfalfa sprouts	1
11015		Asparagus; canned, drained solids	1
11013		Asparagus; canned, regular pack, solids & liquid	1
11012		Asparagus; fresh, cooked, boiled, drained	1
11705		Asparagus; fresh, cooked, boiled, drained, w/salt	1
11709		Asparagus; frozen, cooked, boiled, drained, w/salt	1
11019		Asparagus; frozen, cooked, boiled, drained, wo/salt	1
11011		Asparagus; raw	1
11028		Bamboo shoots; canned, drained solids	1
11026		Bamboo shoots; raw	1
11454		Bean sprouts, cooked, stir-fried	1
11626		Bean sprouts, mung, canned, drained solids	1
11452		Bean sprouts, raw	1
718		Beans, mung, mature seeds, sprouted, cooked, boiled, drained, with salt	1
16050		Beans, white, cooked, boiled, without salt	1
11932		Beans; (wax), yellow variety, canned, regular pack, drained solids	1
11727		Beans; (wax), yellow variety, canned, regular pack, solids & liquid	1
16006		Beans; baked, canned, plain or vegetarian	1
16141		Beans; baked, canned, plain or vegetarian, heated	4
16009		Beans; baked, canned, w/pork	1
16010		Beans; baked, canned, w/pork & sweet sauce	1
16011		Beans; baked, canned, w/pork & tomato sauce	1
16153		Beans; black, canned, drained	1
16015		Beans; black, mature seeds, cooked, boiled, wo/salt	1
16026		Beans; great northern, dried, canned	1
16325		Beans; great northern, dried, cooked, boiled, w/salt	1
16025		Beans; great northern, dried, cooked, boiled, wo/salt	1
16024		Beans; great northern, dried, raw	1
11056	2	Beans; green, Italian, canned, drained solids	1
11058		Beans; green, canned, all styles, solids & liquid	1
11056		Beans; green, canned, drained solids	4
11057		Beans; green, canned, drained solids, heated	4
11054		Beans; green, canned, regular pack, solids & liquid	1
11056	4	Beans; green, french cut, canned, drained solids	1
11723		Beans; green, fresh, cooked, boiled, drained, w/salt	1
11053		Beans; green, fresh, cooked, boiled, drained, wo/salt	1
11061		Beans; green, frozen, all styles, cooked, boiled,	4

7/17/95

DRAFT REPORT

ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 32

CNP code	Incl Ln# /Subcode	Desc-long	Sr
		drained wo/salt	
11731		Beans; green, frozen, all styles, cooked, boiled, drained, w/salt	1
11060		Beans; green, frozen, all styles, unprepared	1
11056	1	Beans; green, pole, canned, drained solids	1
11052		Beans; green, raw	1
11056	3	Beans; green, snap, canned, drained solids	1
16027		Beans; kidney, all types, mature seeds, dried	1
16029		Beans; kidney, all types, mature seeds, dried, canned	1
16328		Beans; kidney, all types, mature seeds, dried, cooked, boiled, w/salt	1
16028		Beans; kidney, all types, mature seeds, dried, cooked, boiled, wo/salt	1
16034		Beans; kidney, red, mature seeds, canned	4
16145		Beans; kidney, red, mature seeds, canned, drained	1
16142		Beans; kidney, red, mature seeds, canned, solids & liquid, heated	4
16033		Beans; kidney, red, mature seeds, cooked, boiled, wo/salt	4
16074		Beans; lima, baby, dried	1
16375		Beans; lima, baby, dried, cooked, boiled, w/salt	1
16075		Beans; lima, baby, dried, cooked, boiled, wo/salt	1
11033		Beans; lima, canned, regular pack, solids & liquid	1
16372		Beans; lima, dried, large, cooked, boiled, w/salt	1
16072		Beans; lima, dried, large, cooked, boiled, wo/salt	4
16071		Beans; lima, dried, large, raw	1
16143		Beans; lima, dry, canned, drained solids, heated	
16073		Beans; lima, dry, canned, solids & liquid, heated	
11714		Beans; lima, fresh, cooked, boiled, drained, w/salt	2
11032		Beans; lima, fresh, cooked, boiled, drained, wo/salt	1
11716		Beans; lima, frozen, baby, cooked, boiled, drained, w/salt	1
11040		Beans; lima, frozen, baby, cooked, boiled, drained, wo/salt	1
11717		Beans; lima, frozen, fordhook, cooked, boiled, drained, w/salt	1
11038		Beans; lima, frozen, fordhook, cooked, boiled, drained, wo/salt	1
16037		Beans; navy, mature seeds, dried	1
16039		Beans; navy, mature seeds, dried, canned	1
16338		Beans; navy, mature seeds, dried, cooked, boiled, w/salt	1
16038		Beans; navy, mature seeds, dried, cooked, boiled, wo/salt	4
11720		Beans; pinto, frozen, cooked, boiled, drained, w/salt	1
11049		Beans; pinto, frozen, cooked, boiled, drained, wo/salt	1
16042		Beans; pinto, mature seeds, dried	1
16044		Beans; pinto, mature seeds, dried, canned	1
16146		Beans; pinto, mature seeds, dried, canned, drained	1
16343		Beans; pinto, mature seeds, dried, cooked, boiled, w/salt	1
16043		Beans; pinto, mature seeds, dried, cooked, boiled,	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 33

Code	Incl Ln# /Subcode	Desc-long	Src
		wo/salt	
16103		Beans; refried, canned	4
16154		Beans; white, canned, drained	1
11736		Beet greens; fresh, cooked, boiled, drained, w/salt	1
11087		Beet greens; fresh, cooked, boiled, drained, wo/salt	1
11086		Beet greens; raw	1
11084		Beets; canned, drained solids	1
11082		Beets; canned, regular pack, solids & liquid	1
11734		Beets; fresh, cooked, boiled, drained, w/salt	1
11605		Beets; harvard, canned, solids & liquid	1
11742		Broccoli; fresh, cooked, boiled, drained, w/salt	1
11091		Broccoli; fresh, cooked, boiled, drained, wo/salt	1
11743		Broccoli; frozen, chopped, cooked, boiled, drained, w/salt	1
11093		Broccoli; frozen, chopped, cooked, boiled, drained, wo/salt	1
11092		Broccoli; frozen, chopped, unprepared	1
11744		Broccoli; frozen, spears, cooked, boiled, drained, w/salt	1
11095		Broccoli; frozen, spears, cooked, boiled, drained, wo/salt	1
11094		Broccoli; frozen, spears, unprepared	1
11090		Broccoli; raw	1
11745		Brussels sprouts, fresh, cooked, boiled, drained, w/salt	1
099		Brussels sprouts, fresh, cooked, boiled, drained, wo/salt	1
11746		Brussels sprouts, frozen, cooked, boiled, drained, w/salt	1
11101		Brussels sprouts, frozen, cooked, boiled, drained, wo/salt	1
11110		Cabbage, fresh, cooked, boiled, drained	1
11109		Cabbage, raw	1
11754		Cabbage; chinese, fresh, cooked, boiled, drained, w/salt	1
11117		Cabbage; chinese, fresh, cooked, boiled, drained, wo/salt	1
11116		Cabbage; chinese, raw	1
11752		Cabbage; red, fresh, cooked, boiled, drained, w/salt	1
11113		Cabbage; red, fresh, cooked, boiled, drained, wo/salt	1
11112		Cabbage; red, raw	1
11128		Carrots; canned, regular pack, drained solids	1
11126		Carrots; canned, regular pack, solids & liquid	1
11757		Carrots; fresh, cooked, boiled, drained, w/salt	1
11125		Carrots; fresh, cooked, boiled, drained, wo/salt	1
11760		Carrots; frozen, cooked, boiled, drained, w/salt	1
11131		Carrots; frozen, cooked, boiled, drained, wo/salt	1
11130		Carrots; frozen, unprepared	1
11124		Carrots; raw	4
11136		Cauliflower, cooked, boiled, drained	1
11135		Cauliflower, raw	1
11761		Cauliflower; fresh, cooked, boiled, drained, w/salt	1

7/17/95 .

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 34

CNP code	Incl Ln# /Subcode	Desc-long	
11762		Cauliflower; frozen, cooked, boiled, drained, w/salt	1
11138		Cauliflower; frozen, cooked, boiled, drained, wo/salt	1
11137		Cauliflower; frozen, unprepared	1
11692		Celery; canned, drained	1
11691		Celery; canned, solids and liquid	1
11144		Celery; fresh, cooked, boiled, drained, wo/salt	1
11143		Celery; raw	1
16058		Chickpeas (garbanzo beans, bengal gram); canned	1
11156		Chives, raw	1
11615		Chives; freeze-dried	1
11159		Coleslaw	1
11161	1	Collards; collard greens, raw	1
11768		Collards; fresh, cooked, boiled, drained, w/salt	1
11162		Collards; fresh, cooked, boiled, drained, wo/salt	1
11769		Collards; frozen, chopped, cooked, boiled, drained, w/salt	1
11164		Collards; frozen, chopped, cooked, boiled, drained, wo/salt	1
11161		Collards; raw	1
11915		Corn; on cob, sweet, white, frozen, cooked, boiled, drained, w/salt	1
11914		Corn; on cob, sweet, white, frozen, cooked, boiled, drained, wo/salt	1
11775		Corn; on cob, sweet, yellow, frozen, cooked, boiled, drained, w/salt	1
11181		Corn; on cob, sweet, yellow, frozen, cooked, boiled, drained, wo/salt	1
11905		Corn; sweet, white, canned, brine pack, drained solids	1
11903		Corn; sweet, white, canned, brine pack, regular pack, solids & liquid	1
11906		Corn; sweet, white, canned, cream style, regular pack	1
11908		Corn; sweet, white, canned, vacuum pack, regular pack	1
11912		Corn; sweet, white, frozen, cooked, boiled, drained, w/salt	1
11911		Corn; sweet, white, frozen, cooked, boiled, drained, wo/salt	1
11170		Corn; sweet, yellow, canned, brine pack, regular pack, solids & liquid	1
11174		Corn; sweet, yellow, canned, cream style, regular pack	1
11176		Corn; sweet, yellow, canned, vacuum pack, regular pack	1
11774		Corn; sweet, yellow, frozen, cooked, boiled, drained, w/salt	1
11179		Corn; sweet, yellow, frozen, cooked, boiled, drained, wo/salt	4
11178		Corn; sweet, yellow, frozen, unprepared	1
11167		Corn; sweet, yellow, raw	1
11172		Corn; whole kernel, canned, drained solids	4
11173		Corn; whole kernel, canned, drained solids, heated	4
11206		Cucumber, raw, peeled	1
11205		Cucumber; not pared, raw	1
11209		Eggplant, raw	1
11783		Eggplant; fresh, cooked, boiled, drained, w/salt	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 35

Code	Incl Ln# /Subcode	Desc-long	Src
11210		Eggplant; fresh, cooked, boiled, drained, wo/salt	1
11215		Garlic; raw	1
11216		Ginger root, raw	1
11790		Kale; fresh, cooked, boiled, drained, w/salt	1
11234		Kale; fresh, cooked, boiled, drained, wo/salt	1
11791		Kale; frozen, cooked, boiled, drained, w/salt	1
11236		Kale; frozen, cooked, boiled, drained, wo/salt	1
11233		Kale; raw	1
11246		Leeks; raw	1
16069		Lentils; dried	1
16370		Lentils; dried, cooked, boiled, w/salt	1
16070		Lentils; dried, cooked, boiled, wo/salt	4
11250	4	Lettuce; Bibb, raw	1
11250		Lettuce; butterhead (includes boston types), raw	1
11251		Lettuce; cos or romaine, raw	1
11250	1	Lettuce; deer tongue lettuce, raw	1
11252		Lettuce; iceberg (includes crisphead types), raw	1
11253		Lettuce; looseleaf, raw	1
11250	2	Lettuce; native lettuce, raw	1
11250	3	Lettuce; red leaf, raw	1
11264		Mushrooms; canned, drained solids	1
11260		Mushrooms; raw	1
11799		Mustard greens; fresh, cooked, boiled, drained, w/salt	1
11271		Mustard greens; fresh, cooked, boiled, drained, wo/salt	1
11800		Mustard greens; frozen, cooked, boiled, drained, w/salt	1
273		Mustard greens; frozen, cooked, boiled, drained, wo/salt	1
11270		Mustard greens; raw	1
11803		Okra; fresh, cooked, boiled, drained, w/salt	1
11279		Okra; fresh, cooked, boiled, drained, wo/salt	1
11804		Okra; frozen, cooked, boiled, drained, w/salt	1
11281		Okra; frozen, cooked, boiled, drained, wo/salt	1
11280		Okra; frozen, unprepared	1
11278		Okra; raw	1
11296		Onion rings; breaded, par-fried, frozen, prepared, heated in oven	1
11805		Onions; boiled, drained, w/salt	1
11285		Onions; canned, solids & liquid	1
11283		Onions; cooked, boiled, drained, wo/salt	1
11284		Onions; dehydrated flakes	1
11806		Onions; frozen, chopped, boiled, drained, w/salt	1
11288		Onions; frozen, chopped, cooked, boiled, drained, without salt	1
11807		Onions; frozen, whole, boiled, drained w/salt	1
11290		Onions; frozen, whole, cooked, boiled, drained, without salt	1
11282		Onions; raw	1
11282	1	Onions; red, raw	1
11291		Onions; spring, raw	1
11297		Parsley, raw	1
11318		Peas and carrots; canned, regular pack, solids & liquid	1
11817		Peas and carrots; frozen, cooked, boiled, drained,	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 36

CNP code	Incl Ln# /Subcode	Desc-long	S
		w/salt	
11323		Peas and carrots; frozen, cooked, boiled, drained,	1
		wo/salt	
11322		Peas and carrots; frozen, unprepared	1
11324		Peas and onions; canned, solids & liquid	1
11818		Peas and onions; frozen, cooked, boiled, drained,	1
		w/salt	
11327		Peas and onions; frozen, cooked, boiled, drained,	1
		wo/salt	
11326		Peas and onions; frozen, unprepared	1
16065		Peas; black-eyed, crowder, or southern, canned w/pork	1
16062		Peas; black-eyed, crowder, or southern, dried	1
16064		Peas; black-eyed, crowder, or southern, dried, canned,	1
		plain	
16363		Peas; black-eyed, crowder, or southern, dried, cooked,	1
		boiled, w/salt	
16063		Peas; black-eyed, crowder, or southern, dried, cooked,	1
		boiled, wo/salt	
11308		Peas; green, canned, drained solids	4
11309		Peas; green, canned, drained solids, heated	4
11306		Peas; green, canned, regular pack, solids & liquid	1
11310		Peas; green, canned, seasoned, solids & liquid	1
11305		Peas; green, cooked, boiled, drained, wo/salt	1
11814		Peas; green, frozen, cooked, boiled, drained, w/salt	1
11313		Peas; green, frozen, cooked, boiled, drained, wo/salt	4
11312		Peas; green, frozen, unprepared	1
11300	2	Peas; pea pod, Chinese, raw	
11300	1	Peas; pea pod, raw	
11809		Peas; snow, cooked, boiled, drained, w/salt	1
11301		Peas; snow, cooked, boiled, drained, wo/salt	1
11810		Peas; snow, frozen, cooked, boiled, drained, w/salt	1
11303		Peas; snow, frozen, cooked, boiled, drained, wo/salt	1
11302		Peas; snow, frozen, unprepared	1
11300		Peas; snow, raw	1
16085		Peas; split, dried	1
16386		Peas; split, dried, cooked, boiled, w/salt	1
16086		Peas; split, dried, cooked, boiled, wo/salt	1
11329		Peppers; hot chili, green, canned, pods, excluding	1
		seeds, solids & liquid	
11670		Peppers; hot chili, green, raw	1
11820		Peppers; hot chili, red, canned, excluding seeds,	1
		solids & liquid	
11688		Peppers; jalapeno, canned, drained	1
11632		Peppers; jalapeno, canned, solids & liquids	1
11689		Peppers; mild green, chile, canned, drained	1
11334		Peppers; sweet, green, cooked, boiled, drained, without	1
		salt	
11634		Peppers; sweet, green, freeze-dried	1
11333		Peppers; sweet, green, raw	1
11821		Peppers; sweet, red, raw	1
11940	1	Pickle, candied dill spears	1
11940	2	Pickle, semi-sweet	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 37

NP code	Incl Ln# /Subcode	Desc-long	Src
11941		Pickle, sour	1
11940		Pickle, sweet	1
11937		Pickles, dill	1
16101		Pigeon peas; dried	1
16402		Pigeon peas; dried, cooked, boiled, w/salt	1
16102		Pigeon peas; dried, cooked, boiled, wo/salt	1
11826		Pigeon peas; fresh, cooked, boiled, drained, w/salt	1
11345		Pigeon peas; fresh, cooked, boiled, drained, wo/salt	1
11344		Pigeon peas; raw	4
11399		Potato puffs; frozen, prepared	1
11399	1	Potato puffs; tater tots, frozen, prepared	1
11414		Potato salad	4
11687		Potato wedges, frozen, cooked	3
51291		Potatoes, frozen, w/ vitamin c; Carnation Oven Taters With Vitamin C; as purchased	3
51295		Potatoes, hash brown; Carnation Hash Browns Patties 10 Pack; as purchased	3
51251		Potatoes, hash brown; Trio Instant Shredded Hash Brown	3
51253		Potatoes; as purchased	3
51252		Potatoes, instant granules, w/ vitamin c; Trio Instant Potato Granules; as purchased	3
51268		Potatoes, mashed, w/ vitamin c; Trio Mashed Potatoes With Vitamin C; as purchased	3
11385		Potatoes, sliced; Trio Sliced Potatoes; as purchased	1
11674		Potatoes; au gratin, dry mix, prepared with water, whole milk and butter	4
11832		Potatoes; baked, wo/salt	1
11831		Potatoes; boiled in skin, w/salt	1
11365		Potatoes; boiled, cooked in skin, w/salt	1
11833		Potatoes; boiled, cooked in skin, wo/salt	1
11367		Potatoes; boiled, cooked wo/skin, w/salt	1
11376		Potatoes; boiled, cooked wo/skin, wo/salt	1
11374		Potatoes; canned, drained solids	1
11404	1	Potatoes; canned, solids & liquid	1
11840		Potatoes; frozen, french-fried with skins, fried in vegetable oil	1
11407		Potatoes; frozen, french-fried, cottage-cut, prepared, heated/oven, w/salt	1
11409		Potatoes; frozen, french-fried, cottage-cut, prepared, heated/oven, wo/salt	1
11404		Potatoes; frozen, french-fried, extruded, prepared, heated/oven, wo/salt	1
11405		Potatoes; frozen, french-fried, fried in vegetable oil	1
11838		Potatoes; frozen, french-fried, fried/animal fat & vegetable oil	1
11403		Potatoes; frozen, french-fried, home-prepared, heated in oven, w/salt	4
11837		Potatoes; frozen, french-fried, home-prepared, heated in oven, wo/salt	1
11401		Potatoes; frozen, whole, cooked, boiled, drained, w/salt	1
		Potatoes; frozen, whole, cooked, boiled, drained, w/salt	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 38

CNP code	Incl Ln# /Subcode	Desc-long	
		wo/salt	
11400		Potatoes; frozen, whole, unprepared	1
11391		Potatoes; hashed brown, frozen, plain, prepared	1
11378		Potatoes; mashed, dehydrated, flakes wo/milk, dry form	1
11380		Potatoes; mashed, dehydrated, granules wo/milk, dry form	1
11379		Potatoes; mashed, dehydrated, prepared from flakes wo/milk, whole milk & butter added	1
11930		Potatoes; mashed, dehydrated, prepared from flakes, wo/milk, whole milk & marg added	1
11383		Potatoes; mashed, dehydrated, prepared from granules w/milk, water & margarine added	1
11381		Potatoes; mashed, dehydrated, prepared from granules wo/milk, whole mlk & butter added	1
11929		Potatoes; mashed, dehydrated, prepared from granules, wo/milk, whole milk & margarine added	1
11397		Potatoes; o'brien, frozen, prepared	1
11352		Potatoes; raw, flesh	1
11387		Potatoes; scalloped, dry mix, prepared with water, whole milk and butter	1
11364		Potatoes; skin, wo/salt, baked	1
11388		Potatoes; sliced, dehydrated, dry form	1
11426		Pumpkin pie mix; canned	1
11846		Pumpkin; canned, w/salt	1
11424		Pumpkin; canned, wo/salt	1
11423		Pumpkin; fresh, cooked, boiled, drained, wo/salt	1
11422		Pumpkin; raw	1
11429		Radishes; raw	1
11439		Sauerkraut; canned, solids & liquid	1
11461		Spinach; canned, drained solids	1
11459		Spinach; canned, regular pack, solids & liquid	1
11854		Spinach; fresh, cooked, boiled, drained, w/salt	1
11458		Spinach; fresh, cooked, boiled, drained, wo/salt	1
11463		Spinach; frozen, chopped or leaf	1
11856		Spinach; frozen, chopped or leaf, cooked, boiled, drained, w/salt	1
11464		Spinach; frozen, chopped or leaf, cooked, boiled, drained, wo/salt	1
11457		Spinach; raw	1
11641		Squash; summer, all varieties, raw	1
11858		Squash; summer, crookneck and straightneck, fresh, cooked, boiled, drained, w/salt	1
11468		Squash; summer, crookneck and straightneck, fresh, cooked, boiled, drained, wo/salt	1
11859		Squash; summer, crookneck and straightneck, frozen, cooked, boiled, drained, w/salt	1
11474		Squash; summer, crookneck and straightneck, frozen, cooked, boiled, drained, wo/salt	1
11473		Squash; summer, crookneck and straightneck, frozen, unprepared	1
11467		Squash; summer, crookneck and straightneck, raw	1
11642		Squash; summer, fresh, all varieties, cooked, boiled,	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 39

P code	Incl Ln# /Subcode	Desc-long	Src
		drained, wo/salt	
11483		Squash; winter, acorn, fresh, cooked, baked, wo/salt	1
11484		Squash; winter, acorn, fresh, cooked, boiled, mashed wo/salt	1
11482		Squash; winter, acorn, raw	1
11643	2	Squash; winter, acorn, raw	1
11644		Squash; winter, all varieties, fresh, cooked, baked, wo/salt	1
11643		Squash; winter, all varieties, raw	1
11643	3	Squash; winter, butternut, raw	1
11643	4	Squash; winter, hubbard, raw	1
11643	1	Squash; winter, pumpkin, raw	1
11861		Squash; zucchini, including skin, fresh, cooked, boiled, drained, w/salt	1
11478		Squash; zucchini, including skin, fresh, cooked, boiled, drained, wo/salt	1
11862		Squash; zucchini, including skin, frozen, cooked, boiled, drained, w/salt	1
11480		Squash; zucchini, including skin, frozen, cooked, boiled, drained, wo/salt	1
11479		Squash; zucchini, including skin, frozen, unprepared	1
11477		Squash; zucchini, including skin, raw	1
11497		Succotash; (corn and limas), canned, with cream style corn	1
11499		Succotash; (corn and limas), canned, with whole kernel corn, solids & liquid	1
11872		Succotash; (corn and limas), frozen, cooked, boiled, drained, w/salt	1
11502		Succotash; (corn and limas), frozen, cooked, boiled, drained, wo/salt	1
11501		Succotash; (corn and limas), frozen, unprepared	1
11647		Sweetpotatoes; canned in syrup, drained solids	4
11648		Sweetpotatoes; canned in syrup, drained solids, heated	4
11514		Sweetpotatoes; canned, mashed	4
11645		Sweetpotatoes; canned, sirup pack, solids & liquid	1
11512		Sweetpotatoes; canned, vacuum pack	1
11508		Sweetpotatoes; cooked, baked in skin, wo/salt	1
11510		Sweetpotatoes; cooked, boiled, wo/skin, wo/salt	1
11659		Sweetpotatoes; cooked, candied, canned	1
11507		Sweetpotatoes; raw	1
11540		Tomato juice; canned, w/salt added	1
11886		Tomato juice; canned, wo/salt added	1
11546		Tomato paste, canned	4
11541		Tomato paste, canned, heated	4
11887		Tomato paste, canned; w/salt added	1
11888		Tomato puree, canned; w/salt added	1
11547		Tomato puree, canned; wo/salt added	1
11549		Tomato sauce, canned	4
11256		Tomato sauce, canned; marinara sauce	1
11455		Tomato sauce, canned; spaghetti sauce	4
11649		Tomato sauce, canned; spanish style	1
11555		Tomato sauce, canned; with herbs and cheese	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 40

CNP code	Incl Ln# /Subcode	Desc-long	
11551		Tomato sauce, canned; with mushrooms	1
11553		Tomato sauce, canned; with onions	1
11557		Tomato sauce, canned; with onions, green peppers, and celery	1
11559		Tomato sauce, canned; with tomato tidbits	1
51292		Tomato sauce/puree, w/ crushed peeled tomatoes; Contadina Multi-Purpose Sauce; as purchased	3
11690	1	Tomatoes, canned, diced, drained	1
11690		Tomatoes; crushed, canned, drained	1
11966		Tomatoes; crushed, canned, heated	4
11529	1	Tomatoes; plum and Italian, raw	1
11533		Tomatoes; red, ripe, canned, stewed	1
11529		Tomatoes; red, ripe, raw	4
11531		Tomatoes; whole, canned	4
11532		Tomatoes; whole, canned, heated	4
11893		Turnip greens and turnips; frozen, cooked, boiled, drained, w/salt	1
11577		Turnip greens and turnips; frozen, cooked, boiled, drained, wo/salt	1
11570		Turnip greens; canned, solids & liquid	1
11891		Turnip greens; fresh, cooked, boiled, drained, w/salt	1
11569		Turnip greens; fresh, cooked, boiled, drained, wo/salt	1
11892		Turnip greens; frozen, cooked, boiled, drained, w/salt	1
11575		Turnip greens; frozen, cooked, boiled, drained, wo/salt	1
11574		Turnip greens; frozen, unprepared	1
11568		Turnip greens; raw	1
11889		Turnips; fresh, cooked, boiled, drained, w/salt	1
11565		Turnips; fresh, cooked, boiled, drained, wo/salt	1
11578		Vegetable juice cocktail; canned	1
11581		Vegetables; mixed, canned, drained solids	1
11579		Vegetables; mixed, canned, solids & liquid	1
11894		Vegetables; mixed, frozen, cooked, boiled, drained, w/salt	1
11584		Vegetables; mixed, frozen, cooked, boiled, drained, wo/salt	1
11583		Vegetables; mixed, frozen, unprepared	1
11590		Waterchestnuts, chinese, canned, solids & liquid	1
11897		Yam; cooked, boiled, drained, or baked, w/salt	1
11602		Yam; cooked, boiled, drained, or baked, wo/salt	1
11601		Yam; raw	1
<hr/>			
12695		Almond butter; plain, w/salt added	1
12195		Almond butter; plain, wo/salt added	1
12062		Almonds, dried, blanched	1
12061		Almonds, dried, unblanched	1
12563		Almonds, dry roasted, unblanched, w/salt added	1
12063		Almonds, dry roasted, unblanched, wo/salt added	1
12206		Almonds, honey roasted, unblanched	1
12566		Almonds, oil roasted, blanched, w/salt added	1
12066		Almonds, oil roasted, blanched, wo/salt added	1
12565		Almonds, oil roasted, unblanched, w/salt added	1

7/17/95

DRAFT REPORT

ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 41

NP Code	Incl Ln# /Subcode	Desc-long	Src
12065		Almonds, oil roasted, unblanched, wo/salt added	1
12067		Almonds, toasted, unblanched	1
12086		Cashew nuts, oil roasted, wo/salt added	1
12585		Cashew nuts; dry roasted, w/salt added	1
12085		Cashew nuts; dry roasted, wo/salt added	1
12586		Cashew nuts; oil roasted, w/salt added	1
12110		Coconut; dried, sweetened, flaked, canned	1
12109		Coconut; dried, sweetened, flaked, packaged	1
12179		Coconut; dried, sweetened, shredded	1
16097		Peanut butter; chunk style, w/salt	1
16397		Peanut butter; chunk style, wo/salt	1
16098		Peanut butter; smooth style, w/salt	4
16398		Peanut butter; smooth style, wo/salt	1
16389	1	Peanut granules, oil-roasted, no salt	4
16088		Peanuts; all types, cooked, boiled, w/salt	1
16090		Peanuts; all types, dry-roasted, w/salt	1
16390		Peanuts; all types, dry-roasted, wo/salt	1
16089		Peanuts; all types, oil-roasted, w/salt	1
16389		Peanuts; all types, oil-roasted, wo/salt	4
12142		Pecans; dried	1
12643		Pecans; dry roasted, w/salt added	1
12143		Pecans; dry roasted, wo/salt added	1
12644		Pecans; oil roasted, w/salt added	1
12144		Pecans; oil roasted, wo/salt added	1
12016		Pumpkin & squash seed kernels; roasted, wo/salt	1
2014		Pumpkin and squash seed kernels, dried	1
1023		Roasted peas, BBQ flavored; BBQ Pea Nutz; as served	3
51025		Roasted peas, whole, bacon flavored; Bacon Pea Nutz; as served	3
12201		Sesame seed kernels, dried	1
12029		Sesame seed kernels, toasted, wo/salt added	1
12023		Sesame seeds, whole, dried	1
12024		Sesame seeds; whole, roasted & toasted	1
51024		Sunflower kernels; Honey Roasted Sunflower Nuts; as served	3
51022		Sunflower nuts; Lightly Salted Sunflower Nuts; as served	3
12036		Sunflower seed kernels; dried	1
12537		Sunflower seed kernels; dry roasted, w/salt added	1
12037		Sunflower seed kernels; dry roasted, wo/salt	1
12538		Sunflower seed kernels; oil roasted, w/salt added	1
12038		Sunflower seed kernels; oil roasted, wo/salt	1
12539		Sunflower seed kernels; toasted, w/salt added	1
12039		Sunflower seed kernels; toasted, wo/salt	1
12154		Walnuts; black, dried	1
12155		Walnuts; english or persian, dried	1
13345		Beef breakfast strips, cured, cooked	1
51113		Beef roast, food service, up to 20% sol.; Roast Beef - Top Round; as served	3
51030		Beef roast; American Favorite Cooked Beef Roast; as	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 42

CNP code	Incl Ln# /Subcode	Desc-long	
		served	
51213		Beef roast; WCD Convenience Pack Sliced & Cooked Beef Roast; as served	3
13999		Beef, canned, w/natural juices, fat removed, heated	4
13004		Beef, composite of trimmed retail cuts, all grades, separable lean and fat, 1/4" fat, cooked	1
23502		Beef, ground, bulk/coarse ground, frozen, cooked (commodity)	4
23503		Beef, patties (100%), frozen, cooked (commodity)	4
23505		Beef, patties (w/carrageenan), frozen, cooked (commodity)	4
23504		Beef, patties (w/oat bran), frozen, cooked (commodity)	4
23501		Beef, patties, w/vegetable protein product (VPP), frozen, cooked (commodity)	4
13034		Beef; chuck, arm pot roast, all grades, separable lean & fat, cooked, braised, 1/4 inch fat	1
13033		Beef; chuck, arm pot roast, all grades, separable lean & fat, raw, 1/4 inch fat	1
13044		Beef; chuck, arm pot roast, choice, separable lean, cooked, braised, 1/4 inch fat	1
13043		Beef; chuck, arm pot roast, choice, separable lean, raw	1
13050		Beef; chuck, blade roast, all grades, separable lean & fat, cooked, braised, 1/4 inch fat	1
13049		Beef; chuck, blade roast, all grades, separable lean & fat, raw, 1/4 inch fat	1
13296		Beef; ground, extra lean, cooked, baked, medium, (approximately 16% fat)	1
13297		Beef; ground, extra lean, cooked, baked, well done (approximately 16% fat)	1
13298		Beef; ground, extra lean, cooked, broiled, medium (approximately 16% fat)	4
13299		Beef; ground, extra lean, cooked, broiled, well done (approximately 16% fat)	1
13300		Beef; ground, extra lean, cooked, pan-fried, medium (approximately 16.4% fat)	1
13301		Beef; ground, extra lean, cooked, pan-fried, well-done (approximately 15.9% fat)	1
13295		Beef; ground, extra lean, raw (approximately 17% fat)	1
13303		Beef; ground, lean, cooked, baked, medium (approximately 18% fat)	1
13304		Beef; ground, lean, cooked, baked, well done (approximately 18% fat)	1
13305		Beef; ground, lean, cooked, broiled, medium (approximately 18.5% fat)	1
13306		Beef; ground, lean, cooked, broiled, well done (approximately 17.6% fat)	1
13307		Beef; ground, lean, cooked, pan-fried, medium (approximately 19% fat)	1
13308		Beef; ground, lean, cooked, pan-fried, well done (approximately 17.7% fat)	1
13302		Beef; ground, lean, raw (approximately 20.7% fat)	1
13317		Beef; ground, patties, frozen, cooked, broiled, medium	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 43

IP Code	Incl Ln# /Subcode	Desc-long	Src
		(approximately 19.6% fat)	
13316		Beef; ground, patties, frozen, raw (approximately 23% fat)	1
13310		Beef; ground, regular, cooked, baked, medium (approximately 20.9% fat)	1
13311		Beef; ground, regular, cooked, baked, well done (approximately 21.5% fat)	1
13312		Beef; ground, regular, cooked, broiled, medium (approximately 20.7% fat)	1
13313		Beef; ground, regular, cooked, broiled, well done (approximately 19.5% fat)	1
13314		Beef; ground, regular, cooked, pan-fried, medium (approximately 22.6% fat)	4
13315		Beef; ground, regular, cooked, pan-fried, well done (approximately 18.9% fat)	1
13309		Beef; ground, regular, raw (approximately 26% fat)	1
13397		Beef; round, bottom round, all grades, separable lean & fat, cooked, roasted, 1/4 inch fat	1
13159		Beef; round, bottom round, all grades, separable lean & fat, raw, 1/4 inch fat	1
13152		Beef; round, full cut, choice, separable lean & fat, cooked, broiled, 1/4 inch fat	1
13151		Beef; round, full cut, choice, separable lean & fat, raw, 1/4 inch fat	1
13192		Beef; round, tip round, all grades, separable lean & fat, cooked, roasted, 1/4 inch fat	4
13347		Corned beef brisket, cured, cooked	1
13346		Corned beef, brisket, cured, raw	1
13348		Corned beef, cured, canned	1
51214		Corned beef; WCD Convenience Pack Sliced & Cooked	3
		Corned Beef; as served	
13350		Dried beef, cured	1
13004	1	Gyro meat (beef)	1
13355		Luncheon meat; beef pastrami, cured	1
<hr/>			
14238	2	Blueberry-cranberry juice drink; bottled	1
51273		Breakfast drink mix, chocolate, no sugar; Carnation Instant Breakfast No Sugar Added Creamy Milk Chocolate 10 Pack; as purchased	3
51271		Breakfast drink mix, chocolate; Carnation Instant Breakfast Creamy Milk Chocolate 10 Pack; as purchased	3
51272		Breakfast drink mix, strawberry; Carnation Instant Breakfast Strawberry Creme 10 Pack; as purchased	3
51270		Breakfast drink mix, vanilla; Carnation Instant Breakfast French Vanilla 10 Pack; as purchased	3
14177		Chocolate flavor beverage mix; prepared from powder with milk	1
51289		Cocoa mix, w/ aspartame; Carnation No Sugar Added Hot Cocoa Mix; as purchased	3
51299		Cocoa mix, w/ marshmallows; Carnation Hot Cocoa Mix With Marshmallows; as purchased	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 44

CNP code	Incl Ln# /Subcode	Desc-long	S
51290		Cocoa mix; Carnation Rich Chocolate Hot Cocoa Mix Packettes; as purchased	3
14192		Cocoa mix; no added nutrients, powder	1
14194		Cocoa mix; no added nutrients, prepared with water	1
14193		Cocoa mix; with added nutrients, powder	1
14417		Cocoa mix; with added nutrients, prepared with water	1
19165		Cocoa, dry powder, unsweetened	1
19171		Cocoa, dry powder, unsweetened, hershey's european style cocoa	1
19166		Cocoa, dry powder, unsweetened, processed w/alkali	1
14242		Cranberry juice cocktail; bottled	1
14431		Cranberry juice cocktail; prepared with water from frozen	1
14238	1	Cranberry-apple cocktail drink; bottled	1
14238		Cranberry-apple juice drink; bottled	1
14240		Cranberry-apricot juice drink; bottled	1
14241		Cranberry-grape juice drink; bottled	1
14238	6	Cranberry-strawberry juice drink; bottled	1
14267		Fruit punch drink; canned	1
14269		Fruit punch drink; prepared with water from frozen	1
14266		Fruit punch flavor drink; powder, with added sodium, prepared w/ water	1
14541		Fruit punch flavor drink; powder, without added sodium, prepared w/ water	1
14406		Fruit punch juice drink; prepared with water from frozen	1
14277		Grape drink; canned	1
14282		Grape juice drink; canned	1
14297		Lemonade flavor drink; powder, prepared with water	1
14543		Lemonade; frozen concentrate, pink, prepared with water	1
14293		Lemonade; frozen concentrate, white, prepared with water	1
14288		Lemonade; powder, prepared with water	1
14303		Limeade; frozen concentrate, prepared with water	1
51088		Milk, soy, lowfat; Vitasoy Light Natural Soy Drink - Cocoa; as served	3
51086		Milk, soy, lowfat; Vitasoy Light Natural Soy Drink - Original; as served	3
51087		Milk, soy, lowfat; Vitasoy Light Natural Soy Drink - Vanilla; as served	3
51085		Milk, soy; Vitasoy Natural Soy Drink - Carob Supreme; as served	3
51083		Milk, soy; Vitasoy Natural Soy Drink - Creamy Original; as served	3
51084		Milk, soy; Vitasoy Natural Soy Drink - Rich Cocoa; as served	3
51089		Milk, soy; Vitasoy Natural Soy Drink - Vanilla Delite; as served	3
14323	1	Orange ade	1
14327		Orange and apricot juice drink; canned	1
14427		Orange drink; breakfast type, w/ juice & pulp, prepared with water from frozen	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 45

NP code	Incl Ln# /Subcode	Desc-long	Src
14323		Orange drink; canned	1
14408		Orange flavor drink; breakfast type, prepared with water	1
14425		Orange flavor drink; breakfast type, w/ pulp, prepared with water from frozen	1
14334		Pineapple and grapefruit juice drink; canned	1
14341		Pineapple and orange juice drink; canned	1
14238	3	Raspberry-cranberry juice drink; bottled	1
14351		Strawberry flavor beverage mix; powder, prepared with milk	1
14429		Water; municipal	1
=====			
15020	1	Angelfish, raw	1
15057	1	Bocaccio, raw	1
15234	1	Bullhead, raw	1
15033	1	Burbot, raw	1
15020	2	Butterflyfish, raw	1
15011		Catfish; channel, cooked, breaded and fried	1
15235		Catfish; channel, farmed, cooked, dry heat	1
15234		Catfish; channel, farmed, raw	1
15160		Clam; mixed species, canned, drained solids	1
15159		Clam; mixed species, cooked, moist heat	1
15157		Clam; mixed species, raw	1
5017		Cod; atlantic, canned, solids and liquid	1
5016		Cod; atlantic, cooked, dry heat	1
15015		Cod; atlantic, raw	1
15138		Crab; alaska king, imitation, made from surimi	1
15146		Crayfish, wild, cooked, moist heat	1
15243		Crayfish; farmed, cooked, moist heat	1
15242		Crayfish; farmed, raw	1
15145		Crayfish; wild, raw	1
15021		Croaker; atlantic, cooked, breaded and fried	1
15020		Croaker; atlantic, raw	1
15033	2	Cusk, raw	1
15020	3	Drumfish, raw	1
15046	1	Enenui, raw	1
51080		Fish nugget; Bake-ems, 1 oz, non-fried, low-fat, breaded; as purchased	3
15248		Fish nuggets, fried, frozen	1
51081		Fish portion; Bake-ems, 3 oz, non-fried, low-fat, breaded; as purchased	3
51082		Fish portion; Bake-ems, 3.6 oz, non-fried, low-fat, breaded; as purchased	3
15027		Fish portions and sticks; frozen, reheated	1
15152		Fish/shellfish, shrimp, mixed species, canned	1
15151		Fish/shellfish, shrimp, mixed species, cooked, moist heat	1
15149		Fish/shellfish, shrimp, mixed species, raw	1
15046	2	Garfish, raw	1
15020	4	Goatfish, raw	1
15034		Haddock; cooked, dry heat	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 46

CNP code	Incl Ln# /Subcode	Desc-long	
15033		Haddock; raw	1
15033	3	Hake, raw	1
15037		Halibut; atlantic and pacific, cooked, dry heat	1
15036		Halibut; atlantic and pacific, raw	1
15020	5	Kingfish, raw	1
15033	4	Ling, raw	1
15047		Mackerel; atlantic, cooked, dry heat	1
15046		Mackerel; atlantic, raw	1
15048		Mackerel; jack, canned, drained solids	1
15200		Mackerel; king, cooked, dry heat	1
15201		Mackerel; pacific and jack, mixed species, cooked, dry heat	1
15050		Mackerel; pacific and jack, mixed species, raw	1
15057	2	Menpachi, raw	1
15033	5	Monkfish, raw	1
15046	4	Needlefish, raw	1
15058		Ocean perch; atlantic, cooked, dry heat	1
15057		Ocean perch; atlantic, raw	1
15046	3	Ono, raw	1
15057	3	Orange roughy, raw	1
15246		Oyster; cooked, dry heat	1
15033	6	Pollock, raw	1
15205		Pollock; atlantic, cooked, dry heat	1
15065		Pollock; atlantic, raw	1
15057	4	Redfish, raw	1
15057	5	Rockfish, raw	1
15251		Salmon nuggets, breaded, frozen, heated (commodity)	
15237		Salmon; atlantic, farmed, cooked, dry heat	
15236		Salmon; atlantic, farmed, raw	1
15180		Salmon; chum, canned, wo/salt, drained solids with bone	1
15084		Salmon; pink, canned, solids with bone and liquid	1
15181		Salmon; pink, canned, wo/salt, solids with bone and liquid	1
15212		Salmon; pink, cooked, dry heat	1
15174		Scallop; imitation, made from surimi	1
15033	7	Scrod, raw	1
15020	6	Sea trout, raw	1
15214		Seatrout, mixed species, cooked, dry heat	1
15020	7	Sheepshead, freshwater, raw	1
15153		Shrimp; imitation, made from surimi	1
15020	8	Spadefish, raw	1
15020	9	Spot, raw	1
15020	10	Surgeonfish, raw	1
15109		Surimi	1
15219		Trout; mixed species, cooked, dry heat	1
15114		Trout; mixed species, raw	1
15119		Tuna; light meat, canned in oil, drained solids	1
15183		Tuna; light meat, canned in oil, wo/salt, drained solids	1
15121		Tuna; light meat, canned in water, drained solids	4
15184		Tuna; light meat, canned in water, wo/salt, drained solids	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 47

P Code	Incl Ln# /Subcode	Desc-long	Src
15124		Tuna; white meat, canned in oil, drained solids	1
15185		Tuna; white meat, canned in oil, wo/salt, drained solids	1
15126		Tuna; white meat, canned in water, drained solids	1
15186		Tuna; white meat, canned in water, wo/salt, drained solids	1
15046	5	Wahoo, raw	1
15020	11	Weakfish, raw	1
15020	12	Weke, raw	1
15223		Whitefish; mixed species, cooked, dry heat	1
15130		Whitefish; mixed species, raw	1
15133		Whiting; mixed species, cooked, dry heat	1
=====			
11935		Catsup	1
11949		Catsup, low sodium	1
2055		Horseradish, prepared	1
2046		Mustard, prepared, yellow	1
6168		Pepper sauce, hot	1
11958		Pickle relish, hamburger	1
11944		Pickle relish, hot dog	1
11945		Pickle relish, sweet	1
11943		Pimiento, canned	1
6169		Tabasco sauce	1
2048		Vinegar, cider	1
2053		Vinegar, distilled	1
=====			
17060		Lamb, domestic; choice, for stew/kabob, separable lean only, cooked braised	1
17061		Lamb, domestic; choice, for stew/kabob, separable lean only, cooked, broiled	1
17059		Lamb, domestic; choice, for stew/kabob, separable lean only, raw	1
17012		Lamb, domestic; choice, leg, whole, separable lean & fat, cooked, roasted	1
17011		Lamb, domestic; choice, leg, whole, separable lean & fat, raw	1
17038		Lamb, domestic; choice, shoulder, separable lean & fat, cooked, roasted	1
17035		Lamb, domestic; choice, shoulder, separable lean & fat, raw	1
=====			
18005		Bagels; cinnamon-raisin	1
18006		Bagels; cinnamon-raisin, toasted	1
18003		Bagels; egg	1
18004		Bagels; egg, toasted	1
18007		Bagels; oat bran	1
18008		Bagels; oat bran, toasted	1
18001		Bagels; plain, enriched, w/calcium propionate (include onion, poppy, sesame)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 48

CNP code	Incl Ln# /Subcode	Desc-long	
18406		Bagels; plain, enriched, wo/calcium propionate (include onion, poppy, sesame)	1
18002		Bagels; plain, toasted, enriched, w/calcium propionate (include onion, poppy, sesame)	1
18409		Bagels; plain, toasted, enriched, wo/calcium propionate (include onion, poppy, sesame)	1
18018		Biscuits; mixed grain, refrigerated dough, baked	1
18009		Biscuits; plain or buttermilk, commercially baked	1
18011		Biscuits; plain or buttermilk, dry mix, prepared	1
18015		Biscuits; plain or buttermilk, refrigerated dough, higher fat, baked	1
18013		Biscuits; plain or buttermilk, refrigerated dough, lower fat, baked	1
18079		Bread crumbs; dry, grated, plain	1
18376		Bread crumbs; dry, grated, seasoned	1
18080		Bread sticks; plain	1
18082		Bread stuffing, bread; dry mix, prepared	1
18081		Bread stuffing; bread, dry mix	1
18084		Bread stuffing; cornbread, dry mix	1
18085		Bread stuffing; cornbread, dry mix, prepared	1
18023		Bread; cornbread, dry mix, prepared	1
18025		Bread; cracked-wheat	1
18026		Bread; cracked-wheat, toasted	1
18027		Bread; egg	1
18028		Bread; egg, toasted	1
18029		Bread; french or vienna (includes sourdough)	1
18030		Bread; french or vienna, toasted (includes sourdough)	1
18031		Bread; indian (navajo) fry	1
18032		Bread; irish soda, prepared from recipe	1
18033		Bread; italian	1
18034		Bread; italian, toasted	1
18035		Bread; mixed-grain (includes whole-grain, 7-grain)	1
18036		Bread; mixed-grain, toasted (includes whole-grain, 7-grain)	1
18037		Bread; oat bran	1
18038		Bread; oat bran, toasted	1
18039		Bread; oatmeal	1
18040		Bread; oatmeal, toasted	1
18041		Bread; pita, white, enriched	1
18413		Bread; pita, white, unenriched	1
18042		Bread; pita, whole-wheat	1
18044		Bread; pumpernickel	1
18045		Bread; pumpernickel, toasted	1
18047		Bread; raisin, enriched	1
18048		Bread; raisin, toasted, enriched	1
18059		Bread; rice bran	1
18384		Bread; rice bran, toasted	1
18060		Bread; rye	1
18061		Bread; rye, toasted	1
18064		Bread; wheat (includes wheat berry)	1
18066		Bread; wheat bran	1
18067		Bread; wheat bran, toasted	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 49

CNP code	Incl Ln# /Subcode	Desc-long	Src
18068		Bread; wheat germ	1
18385		Bread; wheat germ, toasted	1
18065		Bread; wheat, toasted (includes wheat berry)	1
18069		Bread; white, commercially prepared (includes soft bread crumbs)	1
18070		Bread; white, commercially prepared, toasted	1
18075		Bread; whole-wheat, commercially prepared	1
18076		Bread; whole-wheat, commercially prepared, toasted	1
18086		Cake; angelfood, commercially prepared	1
18088		Cake; angelfood, dry mix, prepared	1
18093		Cake; carrot, dry mix, pudding-type, prepared without frosting	1
18096		Cake; chocolate, commercially prepared with chocolate frosting	1
18098		Cake; chocolate, dry mix, pudding-type, prepared without frosting	1
18100		Cake; chocolate, dry mix, regular, prepared without frosting	1
18113		Cake; german chocolate, dry mix, pudding-type, prepared w/coconut-nut frosting	1
18115		Cake; gingerbread, dry mix, prepared	1
18118		Cake; marble, dry mix, pudding-type, prepared without frosting	1
18120		Cake; pound, commercially prepared, butter	1
18121		Cake; pound, commercially prepared, other than all butter, enriched	1
18127		Cake; snackcakes, creme-filled, chocolate with frosting	1
18128		Cake; snackcakes, creme-filled, sponge	1
18133		Cake; sponge, commercially prepared	1
18136		Cake; white, dry mix, pudding-type, prepared without frosting	1
18138		Cake; white, dry mix, regular, prepared without frosting	1
18140		Cake; yellow, commercially prepared, with chocolate frosting	1
18141		Cake; yellow, commercially prepared, with vanilla frosting	1
18143		Cake; yellow, dry mix, pudding-type, prepared without frosting	1
18145		Cake; yellow, dry mix, regular, prepared without frosting	1
18104		Coffeecake; cinnamon with crumb topping, commercially prepared, enriched	1
18108		Coffeecake; cinnamon with crumb topping, dry mix, prepared	1
18150		Cookies; animal crackers (includes arrowroot, tea biscuits)	1
18151		Cookies; brownies, commercially prepared	1
18153		Cookies; brownies, dry mix, regular, prepared	1
18155		Cookies; butter, commercially prepared, enriched	1
18159		Cookies; chocolate chip, commercially prepared, regular, higher fat, enriched	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 50

CNP code	Incl Ln# /Subcode	Desc-long	Sr
18158		Cookies; chocolate chip, commercially prepared, regular, lower fat	1
18160		Cookies; chocolate chip, commercially prepared, soft-type	1
18162		Cookies; chocolate chip, dry mix, prepared	1
18164		Cookies; chocolate chip, refrigerated dough, baked	1
18166		Cookies; chocolate sandwich, with creme filling, regular	1
18157		Cookies; chocolate wafers	1
18170		Cookies; fig bars	1
18156		Cookies; fudge, cake-type	1
18172		Cookies; gingersnaps	1
18174		Cookies; graham crackers, chocolate-coated	1
18173		Cookies; graham crackers, plain or honey (includes cinnamon)	1
18176		Cookies; marshmallow, chocolate-coated (includes marshmallow pies)	1
18178		Cookies; oatmeal, commercially prepared, regular	1
18179		Cookies; oatmeal, commercially prepared, soft-type	1
18181		Cookies; oatmeal, dry mix, prepared	1
18183		Cookies; oatmeal, refrigerated dough, baked	1
18190		Cookies; peanut butter sandwich, regular	1
18185		Cookies; peanut butter, commercially prepared, regular	1
18186		Cookies; peanut butter, commercially prepared, soft-type	1
18188		Cookies; peanut butter, refrigerated dough, baked	1
18191		Cookies; raisin, soft-type	1
18193		Cookies; shortbread, commercially prepared, pecan	1
18192		Cookies; shortbread, commercially prepared, plain	1
18209		Cookies; sugar wafers with creme filling, regular	1
18204		Cookies; sugar, commercially prepared, regular (includes vanilla)	1
18206		Cookies; sugar, refrigerated dough, baked	1
18210		Cookies; vanilla sandwich with creme filling	1
18213		Cookies; vanilla wafers, higher fat	1
18212		Cookies; vanilla wafers, lower fat	1
18236		Cracker meal	1
18214		Crackers; cheese, regular	1
18215		Crackers; cheese, sandwich-type with peanut butter filling	1
18216		Crackers; crispbread, rye	1
18218		Crackers; matzo, egg	1
18400		Crackers; matzo, egg and onion	1
18217		Crackers; matzo, plain	1
18219		Crackers; matzo, whole-wheat	1
18220		Crackers; melba toast, plain	1
18221		Crackers; melba toast, rye (includes pumpernickel)	1
18222		Crackers; melba toast, wheat	1
18225		Crackers; rye, sandwich-type with cheese filling	1
18226		Crackers; rye, wafers, plain	1
18227		Crackers; rye, wafers, seasoned	1
18228		Crackers; saltines (includes oyster, soda, soup)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 51

CNP code	Incl Ln# /Subcode	Desc-long	Src
18425		Crackers; saltines, low salt (includes oyster, soda, soup)	1
18426		Crackers; saltines, unsalted tops (includes oyster, soda, soup)	1
18229		Crackers; standard snack-type, regular	1
18427		Crackers; standard snack-type, regular, low salt	1
18230		Crackers; standard snack-type, sandwich, with cheese filling	1
18231		Crackers; standard snack-type, sandwich, with peanut butter filling	1
18428		Crackers; wheat, low salt	1
18232		Crackers; wheat, regular	1
18233		Crackers; wheat, sandwich, with cheese filling	1
18234		Crackers; wheat, sandwich, with peanut butter filling	1
18235		Crackers; whole-wheat	1
18429		Crackers; whole-wheat, low salt	1
18240		Croissants; apple	1
18239		Croissants; butter	1
18241		Croissants; cheese	1
18242		Croutons; plain	1
18243		Croutons; seasoned	1
18244		Danish pastry; cinnamon, enriched	1
18246		Danish pastry; fruit, enriched (includes apple, cinnamon, raisin, lemon, raspberry, strawberry)	1
18247		Danish pastry; nut (includes almond, raisin nut, cinnamon nut)	1
18344		Dinner rolls, egg	1
18345		Dinner rolls, oat bran	1
18342		Dinner rolls, plain, commercially prepared (includes brown-and-serve)	1
18346		Dinner rolls, rye	1
18347		Dinner rolls, wheat	1
18348		Dinner rolls, whole-wheat	1
18251		Doughnuts; cake-type, chocolate, sugared or glazed	1
18248		Doughnuts; cake-type, plain (includes unsugared, old-fashioned)	1
18249		Doughnuts; cake-type, plain, chocolate-coated or frosted	1
18250		Doughnuts; cake-type, plain, sugared or glazed	1
18252		Doughnuts; cake-type, wheat, sugared or glazed	1
18253		Doughnuts; french crullers, glazed	1
18255		Doughnuts; yeast-leavened, glazed, enriched (includes honey buns)	1
18254		Doughnuts; yeast-leavened, with creme filling	1
18256		Doughnuts; yeast-leavened, with jelly filling	1
18260		English muffins; mixed-grain (includes granola)	1
18261		English muffins; mixed-grain, toasted (includes granola)	1
18258		English muffins; plain, enriched, w/calcium propionate (includes sourdough)	1
18437		English muffins; plain, enriched, wo/calcium propionate (includes sourdough)	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 52

CNP code	Incl Ln# /Subcode	Desc-long	
18259		English muffins; plain, toasted, enriched, w/calcium propionate (includes sourdough)	1
18440		English muffins; plain, toasted, enriched, wo/calcium propionate (includes sourdough)	1
18262		English muffins; raisin-cinnamon (includes apple-cinnamon)	1
18263		English muffins; raisin-cinnamon, toasted (includes apple-cinnamon)	1
18264		English muffins; wheat	1
18265		English muffins; wheat, toasted	1
18266		English muffins; whole-wheat	1
18267		English muffins; whole-wheat, toasted	1
18349		French rolls	1
51003		French toast, frozen, pre-cooked; Homestyle French Toast; as served	3
51004		French toast, frozen, pre-cooked; Texas Toast; as served	3
18268		French toast; frozen, ready-to-heat	1
18351		Hamburger or hotdog rolls/buns, mixed-grain	1
18350		Hamburger or hotdog rolls/buns, plain	1
18353		Hard rolls (includes kaiser)	1
18271		Ice cream cones; cake or wafer-type	1
18272		Ice cream cones; sugar, rolled-type	1
18274		Muffins; blueberry, commercially prepared	1
18276		Muffins; blueberry, dry mix, prepared	1
18277		Muffins; blueberry, toaster-type	1
18386		Muffins; blueberry, toaster-type, toasted	1
18285		Muffins; bran, dry mix, prepared	1
18280		Muffins; corn, dry mix, prepared	1
18281		Muffins; corn, toaster-type	1
18387		Muffins; corn, toaster-type, toasted	1
18286		Muffins; wheat bran, toaster-type with raisins	1
18388		Muffins; wheat bran, toaster-type with raisins, toasted	1
18296		Pancakes; buckwheat, dry mix, incomplete, prepared	1
18290		Pancakes; plain, dry mix, complete mix, prepared	1
18292		Pancakes; plain, dry mix, incomplete mix, prepared	1
18288		Pancakes; plain, frozen, ready-to-heat (includes buttermilk)	1
18300		Pancakes; whole-wheat, dry mix, incomplete, prepared	1
18398		Pie crust; cookie-type, prepared from recipe, chocolate wafer, chilled	1
18401		Pie crust; cookie-type, prepared from recipe, vanilla wafer, chilled	1
18399		Pie crust; graham cracker type, prepared from recipe, chilled	1
18333		Pie crust; standard-type, dry mix, prepared, baked	1
18335		Pie crust; standard-type, frozen, ready-to-bake, baked	1
18334		Pie crust; standard-type, frozen, ready-to-bake, enriched	1
18446		Pie crust; standard-type, frozen, ready-to-bake, unenriched	1
18301		Pie; apple, commercially prepared, enriched flour	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 53

IP code	Incl Ln# /Subcode	Desc-long	Src
18443		Pie; apple, commercially prepared, unenriched flour	1
18303		Pie; banana cream, prepared from mix, no-bake type	1
18305		Pie; blueberry, commercially prepared	1
18308		Pie; cherry, commercially prepared	1
18310		Pie; chocolate creme, commercially prepared	1
18314		Pie; coconut cream, prepared from mix, no-bake type	1
18313		Pie; coconut creme, commercially prepared	1
18316		Pie; coconut custard, commercially prepared	1
18444		Pie; fried pies, cherry	1
18319		Pie; fried pies, fruit	1
18445		Pie; fried pies, lemon	1
18320		Pie; lemon meringue, commercially prepared	1
18323		Pie; peach	1
18324		Pie; pecan, commercially prepared	1
18326		Pie; pumpkin, commercially prepared	1
51148	1000072	Pizza Crust; TNT Crust 12" Deep Dish; as served	3
51148	1000069	Pizza Crust; TNT Crust 12" x 16"; as served	3
51148	1000067	Pizza Crust; TNT Crust 4" x 6"; as served	3
51148	1000070	Pizza Crust; TNT Crust 6" Deep Dish; as served	3
51148	1000071	Pizza Crust; TNT Crust 8" Deep Dish; as served	3
51148	1000068	Pizza Crust; TNT Crust 8" x 12"; as served	3
51148	1000022	Pizza Crust; TNT Crust Diecut 10" Regular; as served	3
51148	1000023	Pizza Crust; TNT Crust Diecut 10" Thick; as served	3
51148	1000021	Pizza Crust; TNT Crust Diecut 10" Thin; as served	3
51148	1000025	Pizza Crust; TNT Crust Diecut 12" Regular; as served	3
51148	1000026	Pizza Crust; TNT Crust Diecut 12" Thick; as served	3
51148	1000024	Pizza Crust; TNT Crust Diecut 12" Thin; as served	3
51148	1000028	Pizza Crust; TNT Crust Diecut 14" Regular; as served	3
51148	1000029	Pizza Crust; TNT Crust Diecut 14" Thick; as served	3
51148	1000027	Pizza Crust; TNT Crust Diecut 14" Thin; as served	3
51148	1000031	Pizza Crust; TNT Crust Diecut 16" Regular; as served	3
51148	1000032	Pizza Crust; TNT Crust Diecut 16" Thick; as served	3
51148	1000030	Pizza Crust; TNT Crust Diecut 16" Thin; as served	3
51148	1000011	Pizza Crust; TNT Crust Diecut 5-1/2" Thick; as served	3
51148		Pizza Crust; TNT Crust Diecut 5-1/2" Thin; as served	3
51148	1000013	Pizza Crust; TNT Crust Diecut 6" Thick; as served	3
51148	1000012	Pizza Crust; TNT Crust Diecut 6" Thin; as served	3
51148	1000015	Pizza Crust; TNT Crust Diecut 7" Thick; as served	3
51148	1000014	Pizza Crust; TNT Crust Diecut 7" Thin; as served	3
51148	1000017	Pizza Crust; TNT Crust Diecut 8" Thick; as served	3
51148	1000016	Pizza Crust; TNT Crust Diecut 8" Thin; as served	3
51148	1000019	Pizza Crust; TNT Crust Diecut 9" Regular; as served	3
51148	1000020	Pizza Crust; TNT Crust Diecut 9" Thick; as served	3
51148	1000018	Pizza Crust; TNT Crust Diecut 9" Thin; as served	3
51148	1000046	Pizza Crust; TNT Crust Neapolitan - Raised Edge 10" Thick; as served	3
51148	1000048	Pizza Crust; TNT Crust Neapolitan - Raised Edge 12" Thick; as served	3
51148	1000047	Pizza Crust; TNT Crust Neapolitan - Raised Edge 12" Thin; as served	3
51148	1000050	Pizza Crust; TNT Crust Neapolitan - Raised Edge 14" Thick; as served	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 54

CNP code	Incl Ln# /Subcode	Desc-long	
51148	1000049	Pizza Crust; TNT Crust Neapolitan - Raised Edge 14" Thin; as served	3
51148	1000052	Pizza Crust; TNT Crust Neapolitan - Raised Edge 16" Thick; as served	3
51148	1000051	Pizza Crust; TNT Crust Neapolitan - Raised Edge 16" Thin; as served	3
51148	1000043	Pizza Crust; TNT Crust Neapolitan - Raised Edge 7" Thin; as served	3
51148	1000045	Pizza Crust; TNT Crust Neapolitan - Raised Edge 9" Thick; as served	3
51148	1000044	Pizza Crust; TNT Crust Neapolitan - Raised Edge 9" Thin; as served	3
51148	1000041	Pizza Crust; TNT Crust Pan Deluxe 12" Pan; as served	3
51148	1000042	Pizza Crust; TNT Crust Pan Deluxe 14" Pan; as served	3
51148	1000040	Pizza Crust; TNT Crust Pan Deluxe 9" Pan; as served	3
51148	1000056	Pizza Crust; TNT Crust Pizzeria - Raised Edge 10" Thin; as served	3
51148	1000058	Pizza Crust; TNT Crust Pizzeria - Raised Edge 12" Thick; as served	3
51148	1000057	Pizza Crust; TNT Crust Pizzeria - Raised Edge 12" Thin; as served	3
51148	1000060	Pizza Crust; TNT Crust Pizzeria - Raised Edge 14" Thick; as served	3
51148	1000059	Pizza Crust; TNT Crust Pizzeria - Raised Edge 14" Thin; as served	3
51148	1000062	Pizza Crust; TNT Crust Pizzeria - Raised Edge 16" Thick; as served	3
51148	1000061	Pizza Crust; TNT Crust Pizzeria - Raised Edge 16" Thin; as served	3
51148	1000053	Pizza Crust; TNT Crust Pizzeria - Raised Edge 5" Thin; as served	3
51148	1000055	Pizza Crust; TNT Crust Pizzeria - Raised Edge 9" Thick; as served	3
51148	1000054	Pizza Crust; TNT Crust Pizzeria - Raised Edge 9" Thin; as served	3
51148	1000034	Pizza Crust; TNT Crust Readi Rise Live Dough 10" Regular; as served	3
51148	1000035	Pizza Crust; TNT Crust Readi Rise Live Dough 12" Regular; as served	3
51148	1000038	Pizza Crust; TNT Crust Readi Rise Live Dough 12" Sicilian; as served	3
51148	1000036	Pizza Crust; TNT Crust Readi Rise Live Dough 14" Regular; as served	3
51148	1000037	Pizza Crust; TNT Crust Readi Rise Live Dough 16" Regular; as served	3
51148	1000039	Pizza Crust; TNT Crust Readi Rise Live Dough 16" Sicilian; as served	3
51148	1000033	Pizza Crust; TNT Crust Readi Rise Live Dough 7" Regular; as served	3
51148	1000063	Pizza Crust; TNT Crust Traditional Style 12" Regular; as served	3
51148	1000066	Pizza Crust; TNT Crust Traditional Style 12" x 16"	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 55

.P code	Incl Ln# /Subcode	Desc-long	Src
		Regular; as served	
51148	1000064	Pizza Crust; TNT Crust Traditional Style 14" Regular; as served	3
51148	1000065	Pizza Crust; TNT Crust Traditional Style 16" Regular; as served	3
51148	1000074	Pizza Crust; TNT Crust Traditional Style 7" Regular; as served	3
51148	1000075	Pizza Crust; TNT Crust Traditional Style 9" Regular; as served	3
18337		Puff pastry, frozen, ready-to-bake	1
18211		Puff pastry, frozen, ready-to-bake, baked	1
18355		Sweet rolls; cheese	1
18356		Sweet rolls; cinnamon, commercially prepared with raisins	1
18360		Taco shells, baked	1
18448		Taco shells, baked, wo/added salt	1
18361		Toaster pastries; brown-sugar-cinnamon	1
18362		Toaster pastries; fruit (includes apple, blueberry, cherry, strawberry)	1
18363		Tortillas, ready to bake or fry; corn	1
18449		Tortillas, ready to bake or fry; corn, wo/added salt	1
18364		Tortillas, ready to bake or fry; flour	1
18450		Tortillas, ready to bake or fry; flour, wo/added salt	1
18366		Waffles; plain, dry mix, prepared from complete-type	1
18365		Waffles; plain, frozen, ready-to-heat (includes buttermilk)	1
18403		Waffles; plain, frozen, ready-to-heat, toasted (includes buttermilk)	1
18368		Wonton wrappers (includes egg roll wrappers)	1
=====			
19294		Apple butter	1
19400		Banana chips	1
51280	1000073	Candy, bar; Nestle Crunch Mini Bar; as served	3
19033		Chex mix	1
19080		Chocolate, semisweet	1
19077		Chocolate; baking, unsweetened, liquid	1
19078		Chocolate; baking, unsweetened, squares	1
19004		Corn chips, barbecue-flavor	1
19003		Corn chips, plain	1
51017		Corn chips; Skinny Natural Corn Chips; as served	3
19006		Corn cones, nacho-flavor	1
19007		Corn cones, onion-flavor	1
19005		Corn cones, plain	1
19008		Corn puffs or twists, cheese-flavor	1
19802		Corn puffs or twists, cheese-flavor, enriched	1
19008	1	Corn spirals, cheese-flavor	1
19032		Doo dads snack mix, original flavor	1
19205		Egg custards, dry mix prepared w/2% milk	1
19170		Egg custards, dry mix prepared w/whole milk	1
19231		Flan, caramel custard, dry mix prepared w/2% milk	1
19232		Flan, caramel custard, dry mix prepared w/whole milk	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 56

CNP code	Incl Ln# /Subcode	Desc-long	
19241		Frostings, chocolate, creamy, dry mix prepared w/butter	1
19372		Frostings, chocolate, creamy, dry mix prepared w/margarine	1
19226		Frostings, chocolate, creamy, ready-to-eat	1
19711		Frostings, chocolate, creamy, ready-to-eat, wo/added phosphorus, vitamin A	1
19227		Frostings, coconut-nut, ready-to-eat	1
19712		Frostings, coconut-nut, ready-to-eat, wo/added phosphorus	1
19228		Frostings, cream cheese-flavor, ready-to-eat	1
19713		Frostings, cream cheese-flavor, ready-to-eat, wo/added sodium, vitamin A	1
19229		Frostings, sour cream-flavor, ready-to-eat	1
19714		Frostings, sour cream-flavor, ready-to-eat, wo/added phosphorus, potassium	1
19245		Frostings, vanilla, creamy, dry mix prepared w/butter	1
19371		Frostings, vanilla, creamy, dry mix prepared w/margarine	1
19230		Frostings, vanilla, creamy, ready-to-eat	1
19715		Frostings, vanilla, creamy, ready-to-eat, wo/added phosphorus, vitamin A	1
19247		Frostings, white, fluffy, dry mix prepared w/water	1
19263		Fruit and juice bars	1
19215		Gelatin pops	1
19172		Gelatins, dry mix	1
19173		Gelatins, dry mix prepared w/water	
19175		Gelatins, dry mix, reduced-calorie, aspartame-sweetened	1
19176		Gelatins, dry mix, reduced-calorie, aspartame-sweetened prepared w/water	1
19703		Gelatins, dry mix, reduced-calorie, aspartame- sweetened, added phosphorus, potassium, sodium, vitamin C	1
19704		Gelatins, dry mix, reduced-calorie, aspartame- sweetened, no added sodium	1
19702		Gelatins, dry mix, w/added ascorbic acid, sodium- citrate & salt	1
19174		Gelatins, dry mix, w/fruit, prepared from recipe	1
19016		Granola bars, hard, almond	1
19017		Granola bars, hard, chocolate chip	1
19019		Granola bars, hard, peanut	1
19420		Granola bars, hard, peanut butter	1
19015		Granola bars, hard, plain	1
19024		Granola bars, soft, coated, milk chocolate coating, chocolate chip	1
19026		Granola bars, soft, coated, milk chocolate coating, peanut butter	1
19404		Granola bars, soft, uncoated, chocolate chip	1
19405		Granola bars, soft, uncoated, chocolate chip, graham & marshmallow	1
19406		Granola bars, soft, uncoated, nut and raisin	1
19021		Granola bars, soft, uncoated, peanut butter	1
19027		Granola bars, soft, uncoated, peanut butter and	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 57

NP code	Incl Ln# /Subcode	Desc-long	Src
		chocolate chip	
19020		Granola bars, soft, uncoated, plain	1
19022		Granola bars, soft, uncoated; raisin	1
19296	1	Honey, pear	1
19296	2	Honey, raw	1
19296		Honey, strained or extracted	1
19270		Ice cream, chocolate	1
19090		Ice cream, french vanilla, soft-serve	1
19095	1	Ice cream, regular, flavors with partial chocolate base	1
19089	1	Ice cream, rich, flavors with partial chocolate base	1
19095	2	Ice cream, soft serve, flavors with partial chocolate base	1
19271		Ice cream, strawberry	1
19095		Ice cream, vanilla	1
19089		Ice cream, vanilla, rich	1
19088	1	Ice milk, flavors with partial chocolate base	1
19096	1	Ice milk, soft serve, flavors with partial chocolate base	1
19088		Ice milk, vanilla	1
19096		Ice milk, vanilla, soft serve	1
19283		Ice pops	1
19717		Ice pops, w/added ascorbic acid	1
19280	1	Ices, frappe	1
19217		Ices, water, fruit, reduced calorie, aspartame sweetened	1
9280		Ices, water, lime	1
19297		Jams and preserves	1
19719		Jams and preserves, apricot	1
19300		Jellies	1
19303		Marmalade, orange	1
19304		Molasses	1
19305		Molasses, blackstrap	1
51330		Mousse mix, chocolate flavored; Red Label Chocolate Flavored Mousse Mix; as purchased	3
51332		Mousse mix, lemon flavored; Red Label Lemon Flavored Mousse Mix; as purchased	3
51331		Mousse mix, strawberry flavored; Red Label Strawberry Flavored Mousse Mix; as purchased	3
19312		Pie fillings, canned, apple	1
19314		Pie fillings, canned, cherry	1
19034		Popcorn, air-popped	1
19806		Popcorn, air-popped, white popcorn	1
19034	1	Popcorn, lowfat microwave	1
19035		Popcorn, oil-popped	1
19807		Popcorn, oil-popped, white popcorn	1
19035	1	Popcorn, regular microwave, salted or lightly salted	1
19042		Potato chips, barbecue-flavor	1
19421		Potato chips, cheese-flavor	1
19411	1	Potato chips, flavored, salted	1
19422		Potato chips, light	1
19412		Potato chips, made from dried potatoes, cheese-flavor	1
19410	1	Potato chips, made from dried potatoes, flavored	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 58

CNP code	Incl Ln# /Subcode	Desc-long	
19045		Potato chips, made from dried potatoes, light	1
19045	1	Potato chips, made from dried potatoes, light, flavored	1
19410		Potato chips, made from dried potatoes, plain	1
19046		Potato chips, made from dried potatoes, sour-cream & onion-flavor	1
19810		Potato chips, plain, made w/partially hydrogenated soybean oil, unsalted	1
19809		Potato chips, plain, made w/partially hydrogenated soyeabn oil, salted	1
19411		Potato chips, plain, salted	1
19811		Potato chips, plain, unsalted	1
19043		Potato chips, sour-cream-and-onion-flavor	1
19047	1	Pretzels, hard, cheese-flavored, salted	1
19812		Pretzels, hard, plain, made w/unenriched flour, salted	1
19813		Pretzels, hard, plain, made w/unenriched flour, unsalted	1
19047		Pretzels, hard, plain, salted	1
19814		Pretzels, hard, plain, unsalted	1
19050		Pretzels, hard, whole-wheat	1
19072		Pudding pops, chocolate	1
19073		Pudding pops, vanilla	1
19121		Puddings, banana, dry mix, instant prepared w/2% milk	1
19319		Puddings, banana, dry mix, instant, prepared w/whole milk	1
19122		Puddings, banana, dry mix, regular prepared w/2% milk	1
19321		Puddings, banana, dry mix, regular prepared w/whole milk	1
19311		Puddings, banana, ready-to-eat	1
19123		Puddings, chocolate, dry mix, instant prepared w/2% milk	1
19185		Puddings, chocolate, dry mix, instant prepared w/whole milk	1
19190		Puddings, chocolate, dry mix, regular prepared w/2% milk	1
19189		Puddings, chocolate, dry mix, regular prepared w/whole milk	1
19323		Puddings, coconut cream, dry mix, inst prepared w/whole milk	1
19191		Puddings, coconut cream, dry mix, instant prepared w/2% milk	1
19325		Puddings, coconut cream, dry mix, reg prepared w/whole milk	1
19219		Puddings, coconut cream, dry mix, regular prepared w/2% milk	1
19204		Puddings, lemon, dry mix, instant prepared w/2% milk	1
19331		Puddings, lemon, dry mix, instant prepared w/whole milk	1
19333		Puddings, lemon, dry mix, regular, prepared w/sugar, egg yolk & water	1
19208		Puddings, rice, dry mix prepared w/2% milk	1
19195		Puddings, rice, dry mix prepared w/whole milk	1
19193		Puddings, rice, ready-to-eat	1
19209		Puddings, tapioca, dry mix prepared w/2% milk	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 59

NP code	Incl Ln# /Subcode	Desc-long	Src
19199		Puddings, tapioca, dry mix prepared w/whole milk	1
19211		Puddings, vanilla, dry mix, instant prepared w/2% milk	1
19203		Puddings, vanilla, dry mix, instant prepared w/whole milk	1
19212		Puddings, vanilla, dry mix, regular prepared w/2% milk	1
19207		Puddings, vanilla, dry mix, regular, prepared w/whole milk	1
19213		Rennin, chocolate, dry mix prepared w/2% milk	1
19221		Rennin, chocolate, dry mix prepared w/whole milk	1
19214		Rennin, vanilla, dry mix prepared w/2% milk	1
19223		Rennin, vanilla, dry mix prepared w/whole milk	1
19097		Sherbet, orange	1
19334		Sugar, brown	1
19334	1	Sugar, brown, dark	1
19334	2	Sugar, brown, light	1
19335		Sugar, granulated	1
19340		Sugar, maple	1
19336		Sugar, powdered	1
19335	2	Sugar, rock candy	1
19335	1	Sugar, rock sugar	1
19177		Sweets, desserts, gelatins, dry powder, unsweetened	1
19348		Syrups, chocolate, fudge-type	1
19349		Syrups, corn, dark	1
19351		Syrups, corn, high-fructose	1
19350		Syrups, corn, light	1
9128	1	Syrups, lite pancake	1
19353		Syrups, maple	1
19361		Syrups, table blends, cane and 15% maple	1
19362		Syrups, table blends, corn, refiner, and sugar	1
19129		Syrups, table blends, pancake	1
19128		Syrups, table blends, pancake, reduced-calorie	1
19360		Syrups, table blends, pancake, w/2% maple	1
19720		Syrups, table blends, pancake, w/2% maple, w/added potassium	1
19113		Syrups, table blends, pancake, w/butter	1
51280		Topping, dessert, milk chocolate/rice/peanuts; Nestle Crunch Dessert Toppings; as served	3
51281		Topping, dessert, milk chocolate; Nestle Buncha Crunch Dessert Topping; as served	3
51278		Topping, dessert; Nestle Rainbow Morsel Dessert Topping; as served	3
19364		Toppings, butterscotch or caramel	1
19365		Toppings, marshmallow cream	1
19367		Toppings, nuts in syrup	1
19366		Toppings, pineapple	1
19137		Toppings, strawberry	1
19056	1	Tortilla chips, flavored or barbecue-flavored	1
19057		Tortilla chips, nacho-flavor	1
19424		Tortilla chips, nacho-flavor, light	1
19056		Tortilla chips, plain	1
19058		Tortilla chips, ranch-flavor	1
19063		Tortilla chips, taco-flavor	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 60

CNP code	Incl Ln# /Subcode	Desc-long	
19393		Yogurt, chocolate, soft-serve	1
19293		Yogurt, vanilla, soft-serve	1
=====			
20004		Barley	1
20006		Barley, pearled, cooked	1
20005		Barley, pearled, raw	1
20008		Buckwheat	1
20012		Bulgar, dry	1
20013		Bulgur, cooked	1
20017		Corn flour, masa, enriched	4
20322		Cornmeal, degermed, enriched, white	1
20022		Cornmeal, degermed, enriched, yellow	1
20522		Cornmeal, degermed, unenriched, white	1
20422		Cornmeal, degermed, unenriched, yellow	1
20128		Cornmeal, not further specified (50 % whole grain, 50% degermed)	4
20323		Cornmeal, self-rising, bolted, plain, enriched, white	1
20023		Cornmeal, self-rising, bolted, plain, enriched, yellow	1
20324		Cornmeal, self-rising, bolted, with wheat flour added, enriched, white	1
20024		Cornmeal, self-rising, bolted, with wheat flour added, enriched, yellow	1
20325		Cornmeal, self-rising, degermed, enriched, white	1
20025		Cornmeal, self-rising, degermed, enriched, yellow	1
20320		Cornmeal, whole-grain, white	
20020		Cornmeal, whole-grain, yellow	
20027		Cornstarch	1
20029		Couscous, cooked	1
20028		Couscous, dry	1
18458		Flour bakery mix, SOC (commodity)	4
20030		Hominy, canned, white	1
20330		Hominy, canned, yellow	1
20321	1	Lasagna noodles, enriched, cooked, with added salt	1
20121	1	Lasagna noodles, enriched, cooked, without added salt	1
20120	1	Lasagna noodles, enriched, dry	1
20100		Macaroni, cooked, enriched	4
20099		Macaroni, dry, enriched	1
20302		Macaroni, protein-fortified, cooked, enriched	1
20301		Macaroni, protein-fortified, dry, enriched	1
20108		Macaroni, whole-wheat, cooked	1
20107		Macaroni, whole-wheat, dry	1
20113		Noodles, chinese, chow mein	1
20110		Noodles, egg, cooked, enriched	1
20310		Noodles, egg, cooked, enriched, with added salt	1
20109		Noodles, egg, dry, enriched	1
20112		Noodles, egg, spinach, cooked, enriched	1
20111		Noodles, egg, spinach, dry, enriched	1
20034		Oat bran, cooked	1
20033		Oat bran, raw	1
20038		Oatmeal	1
20037		Rice, brown, long-grain, cooked	4

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 61

NP code	Incl Ln# /Subcode	Desc-long	Src
20036		Rice, brown, long-grain, raw	1
20041		Rice, brown, medium-grain, cooked	1
20040		Rice, brown, medium-grain, raw	1
20047		Rice, white, long-grain, parboiled, cooked, enriched	1
20046		Rice, white, long-grain, parboiled, enriched, dry	1
20048		Rice, white, long-grain, precooked or instant, enriched, dry	1
20049		Rice, white, long-grain, precooked or instant, enriched, prepared	1
20345		Rice, white, long-grain, regular, cooked, enriched, with salt	4
20044		Rice, white, long-grain, regular, raw, enriched	1
20051		Rice, white, medium-grain, cooked	1
20050		Rice, white, medium-grain, raw, enriched	1
20321		Spaghetti, cooked, enriched, with added salt	1
20121		Spaghetti, cooked, enriched, without added salt	1
20120		Spaghetti, dry, enriched	1
20523		Spaghetti, protein-fortified, cooked, enriched	1
20622		Spaghetti, protein-fortified, dry, enriched	1
20068		Tapioca, pearl, dry	1
20081		Wheat flour, white, all-purpose, enriched, bleached	4
20381		Wheat flour, white, all-purpose, enriched, calcium-fortified	1
20581		Wheat flour, white, all-purpose, enriched, unbleached	1
20082		Wheat flour, white, all-purpose, self-rising, enriched	1
0083		Wheat flour, white, bread, enriched	4
20084		Wheat flour, white, cake, enriched	4
20080		Wheat flour, whole-grain	4
20078		Wheat germ, crude	1
20089		Wild rice, cooked	1
20088		Wild rice, raw	1
=====			
51028		Pizza topping; Pizzano Cooked Italian Style Pizza Topping; as served	3
=====			
50000		Milk, non-instant nonfat dry, reconstituted	2
=====			
50007		Biscuits, baking powder; w/all-purpose flour, non-instant nonfat dry milk & type 1 shortening	2
50008		Biscuits, baking powder; w/master mix	2
50009		Biscuits, cheese; w/all-purpose flour, non-instant nonfat dry milk & type 1 shortening	2
50010		Biscuits, drop; w/all-purpose flour, non-instant nonfat dry milk & type 1 shortening	2
50011		Biscuits, wheat; w/all-purpose & whole wheat flours, non-instant nonfat dry milk & type 1 shortening	2
50013		Bread squares, banana, using master mix; w/non-instant nonfat dry milk & fresh eggs	2
50012		Bread squares, banana; w/non-instant nonfat dry milk,	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 62

CNP code	Incl Ln# /Subcode	Desc-long	
		fresh eggs & type 1 shortening	
50031		Bread squares, sweet potato-prune; w/non-instant nonfat dry milk, fresh eggs & type 1 shortening	2
50016		Bread, brown; w/type c vegetable oil	2
50020		Bread, italian; w/all-purpose flour, non-instant nonfat dry milk, type 1 shortening & active dry yeast	2
50034		Bread, oat with honey; w/all-purpose flour, rolled oats, non-instant nonfat dry milk, type 1 shortening & active dry yeast	2
50033		Bread, oat; w/all-purpose flour, rolled oats, non-instant nonfat dry milk, type 1 shortening & active dry yeast	2
50035		Bread, raisin; w/all-purpose flour, non-instant nonfat dry milk, type 1 shortening & active dry yeast	2
50037		Bread, wheat with honey; w/all-purpose & whole wheat flours, non-instant nonfat dry milk, type 1 shortening & active dry yeast	2
50036		Bread, wheat: w/all-purpose & whole wheat flours, non-instant nonfat dry milk, type 1 shortening & active dry yeast	2
50032		Bread, white; w/all-purpose flour, non-instant nonfat dry milk, type 1 shortening & active dry yeast	2
50018		Cornbread; w/commodity cornmeal, fresh eggs & type c vegetable oil	2
50027		Crust, pizza, pourable; w/all-purpose flour, non-instant nonfat dry milk, type c vegetable oil & active dry yeast	2
50026		Crust, pizza; w/all-purpose flour, type c vegetable oil & active dry yeast	1
50001		Master mix, for baked products wo/yeast; w/all-purpose flour, non-instant nonfat dry milk & type 1 shortening	2
50201		Muffin squares, oatmeal; w/rolled oats, all purpose flour, margarine, white and brown sugar, egg whites, lowfat plain yogurt and applesauce	2
50023		Muffin squares, wheat; w/non-instant nonfat dry milk, fresh eggs & type c vegetable oil	2
50021		Muffin squares; w/all-purpose flour, non-instant nonfat dry milk, fresh eggs & type c vegetable oil	2
50022		Muffin squares; w/master mix & fresh eggs	2
50024		Pancakes; w/all-purpose flour, non-instant nonfat dry milk, fresh eggs & type c vegetable oil	2
50025		Pancakes; w/master mix & fresh eggs	2
50203		Rice pilaf, brown; w/low sodium chicken stock, fresh onions, 1/2 brown rice and 1/2 white rice	2
50202		Rice pilaf, orange; w/fresh onions, orange juice and white rice	2
50019		Rice, fried; w/type c vegetable oil & fresh onions	2
50030		Rice, spanish; w/dehydrated onions & type c vegetable oil	2
50204		Rice-vegetable casserole; w/white rice, chicken stock, type c vegetable oil, carrots, spinach and peas	2
50017		Rolls, cinnamon; w/all-purpose flour, non-instant	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 63

JP code	Incl Ln# /Subcode	Desc-long	Src
		nonfat dry milk, type c vegetable oil & active dry yeast	
50029		Rolls, wheat; w/all-purpose & whole wheat flours, non-instant nonfat dry milk, type c vegetable oil & active dry yeast	2
50028		Rolls, yeast, includes hamburger & hot dog rolls; w/all-purpose flour, non-instant nonfat dry milk, type c vegetable oil & active dry yeast	2
50014		Stuffing, bread; w/dehydrated onions & butter	2
50015		Stuffing, cornbread; w/dehydrated onions & butter	2
=====			
50234		Bananas, baked; w/honey and brown sugar	2
50043		Cake, applesauce; w/non-instant nonfat dry milk, fresh eggs & type 1 shortening	2
50045		Cake, carrot; w/non-instant nonfat dry milk, fresh eggs & type c vegetable oil	2
50050		Cake, chocolate, not frosted; w/type 1 shortening, non-instant nonfat dry milk & fresh eggs	2
50231		Cake, chocolate, plain; w/sugar, all purpose flour, cocoa, nonfat dry milk, lowfat plain yogurt, applesauce, egg whites, and type c vegetable oil	2
50223		Cake, gingerbread, plain; w/sugar, all purpose flour, spices, type c vegetable oil, egg whites and molasses	2
50067		Cake, peanut butter; w/type 1 shortening, non-instant nonfat dry milk & fresh eggs	2
50068		Cake, pineapple upside down cake; w/butter, type 1 shortening, non-instant nonfat dry milk & fresh eggs	2
50228		Cake, spice, new, plain; w/sugar, margarine, egg whites, all purpose flour, spices and lowfat fluid milk (1% fat)	2
50060		Cake, spice, not frosted; w/type 1 shortening, non-instant nonfat dry milk & fresh eggs	2
50066		Cake, yellow, not frosted; w/type 1 shortening, non-instant nonfat dry milk & fresh eggs	2
50039		Cobbler, apple-honey; w/type 1 shortening	2
50040		Cobbler, apple-raisin; w/type 1 shortening	2
50038		Cobbler, apple; w/type 1 shortening	2
50046		Cobbler, cherry; w/canned red tart pitted cherries & type 1 shortening	2
50047		Cobbler, cherry; w/frozen red tart pitted cherries & type 1 shortening	2
50057		Cobbler, peach-honey; w/type 1 shortening	2
50056		Cobbler, peach; w/type 1 shortening	2
50221		Cookies, brownies, royal; w/type c vegetable oil, sugar, applesauce, egg whites, all purpose flour and cocoa	2
50044		Cookies, brownies; w/type 1 shortening & fresh eggs	2
50051		Cookies, chocolate chip; w/type 1 shortening, butter & fresh eggs	2
50225		Cookies, oatmeal-raisin, new; w/sugar, margarine, whole eggs, lowfat fluid milk (1% fat), applesauce, all	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 64

CNP code	Incl Ln# /Subcode	Desc-long	
50052		purpose flour, spices, rolled oats and raisins Cookies, oatmeal; w/type 1 shortening, butter & fresh eggs	2
50226		Cookies, peanut butter bars; w/margarine, brown sugar, peanut butter w/salt, egg whites, applesauce and all purpose flour	2
50058		Cookies, peanut butter; w/type 1 shortening, non-instant nonfat dry milk, butter & fresh eggs	2
50230		Cookies, sugar, whole wheat; w/margarine, whole eggs, lowfat fluid milk (1% fat), sugar, spices and whole wheat flour	2
50042		Crisp, apple-honey; w/rolled oats & butter	2
50041		Crisp, apple; w/rolled oats & butter	2
50048		Crisp, cherry; w/canned red tart pitted cherries, rolled oats & butter	2
50049		Crisp, cherry; w/frozen red tart pitted cherries, rolled oats & butter	2
50055		Crust, pastry, bottom (sheet pans), unbaked; w/type 1 shortening	2
50054		Crust, pastry, top (steamtable pans), unbaked; w/type 1 shortening	2
50063		Frosting, chocolate cream; w/butter, type 1 shortening & non-instant nonfat dry milk	2
50064		Frosting, peanut butter cream; w/butter, type 1 shortening & non-instant nonfat dry milk	2
50062		Frosting, vanilla cream; w/butter, type 1 shortening & non-instant nonfat dry milk	2
50053		Gelatin, orange-pineapple	2
50232		Glaze, chocolate; w/powdered sugar, nonfat dry milk, cocoa, corn syrup and margarine	2
50224		Glaze, orange; w/powdered sugar, frozen orange juice concentrate and orange rind	2
50227		Glaze, peanut butter; w/powdered sugar, peanut butter w/salt, corn syrup and lowfat fluid milk (1% fat)	2
50222		Icing, brownie; w/powdered sugar, cocoa, margarine and lowfat fluid milk (1% fat)	2
50229		Icing, spice; w/powdered sugar, nonfat dry milk and margarine	2
50061		Pie, sweet potato, w/whipped topping; w/type 1 shortening, fresh eggs, butter & non-instant nonfat dry milk	2
50059		Pudding, rice	2
50233		Pudding, rice, orange; w/white rice, whole eggs, sugar, lowfat fluid milk (1% fat), orange juice and orange rind	2
50065		Topping, whipped; w/non-instant nonfat dry milk	2
<hr/>			
50248		Arroz con Queso (Rice with cheese); w/white rice, fresh onions, chili and jalapeno peppers, lowfat plain yogurt, lowfat fluid milk (1% fat), regular and lowfat cheeses, pinto beans and fresh tomatoes	2

7/17/95

DRAFT REPORT
 ALL FOODS IN NND-CNP:RELEASE 2
 Sorted by Food category and Long description
 (L:\CN2\fds-all.r1)

Pg: 65

IP code	Incl Ln# /Subcode	Desc-long	Src
50072		Burrito, bean; w/cooked, dry pinto beans & dehydrated onions	2
50073		Burrito, beef; w/canned beef & dehydrated onions	2
50070		Burrito, beef; w/ground beef (24% fat) & dehydrated onions	2
50087		Chicken a la king; w/butter & canned green peas	2
50089		Chicken and noodles; w/dehydrated onions & butter	2
50242		Chicken tetrazzini; w/spaghetti, type c vegetable oil, fresh vegetables, margarine, lowfat fluid milk (1% fat), chicken broth, diced chicken and parmesan cheese	2
50241		Chicken tomato bake; w/elbow macaroni, diced chicken, tomato paste and sauce, and lowfat cheddar cheese	2
50069		Chicken, barbecued; breast, drmsck & wing, or thigh w/back; from whole, cut, 8 pieces, 2.1 portions/lb; provides approx 3.2 oz cooked boneless chicken per serving; baked w/sauce, w/dehydrated onions	2
50244		Chicken, honey lemon; thigh w/skin; w/honey, lemon juice, salt and pepper; provides approx 2 oz cooked boneless meat	2
50111		Chicken, oven-fried; breast, drmsck & wing, or thigh w/back; from whole, cut, 8 pieces, 2.1 portions/lb; provides approx 3.2 oz cooked boneless chicken/serv; w/non-instant nonfat dry milk & type c veg oil	2
50097		Chili con carne with beans; w/ground beef (24% fat), dehydrated onions & canned pinto beans	2
0098		Chili con carne without beans; w/ground beef (24% fat) & dehydrated onions	2
50249		Chili, vegetable; w/type c vegetable oil, fresh onions and green peppers, canned tomatoes, canned kidney beans, bulgur, lowfat plain yogurt, and lowfat cheddar cheese	2
50090		Chop suey or chow mein, chicken, without rice or chow mein noodles; w/fresh onions	2
50091		Chop suey, chicken; with rice & fresh onions; 3/4 cup chop suey to 1/2 cup rice	2
50093		Chow mein, chicken; with chow mein noodles & fresh onions; 3/4 cup chow mein to 1/2 cup rice	2
50099		Country fried steak (baked), and brown gravy; w/ground beef (24% fat), dehydrated onions & butter	2
50115		Egg, quiche with self-forming crust; w/fresh eggs & dehydrated onions	2
50117		Eggs, scrambled; from fresh eggs	2
50240		Fajitas, chicken; w/type c vegetable oil, spices, boneless skinless chicken breasts, canned corn, fresh onions and green peppers, canned tomatoes and salsa, and flour tortillas	2
50246		Fish, baked cajun; w/whitefish, spices, margarine and lemon juice	2
50247		Fish, baked skandia; w/whitefish, bread crumbs, lemon juice, spices, type c vegetable oil, lowfat plain yogurt and lowfat cheese	2
50101		Ground beef and macaroni, with italian seasoning;	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 66

CNP code	Incl Ln# /Subcode	Desc-long	
		w/ground beef (24% fat) & dehydrated onions	
50100		Ground beef and macaroni, with mexican seasoning;	2
		w/ground beef (24% fat) & dehydrated onions	
50102		Ground beef and spanish rice; w/ground beef (24% fat),	2
		dehydrated onions & white rice	
50103		Ground beef stroganoff; w/ground beef (24% fat),	2
		dehydrated onions & non-instant nonfat dry milk; to	
		serve with rice or noodles	
50250		Lasagna, vegetable; w/type c vegetable oil, zucchini,	2
		mushrooms, onions, broccoli, tomato sauce and paste,	
		parmesan cheese, lowfat cottage cheese (1% fat) and	
		lowfat mozzarella cheese	
50104		Lasagna, with ground beef (24% fat) & dehydrated onions	2
50105		Lasagna, with ground pork (24% fat), ground beef (24%	2
		fat) & dehydrated onions	
50107		Macaroni and cheese, and ham; w/butter	2
50251		Macaroni and cheese, new; w/elbow macaroni, margarine,	2
		all purpose flour, spices, lowfat fluid milk (1% fat),	
		parmesan cheese and lowfat cheddar cheese	
50106		Macaroni and cheese; w/butter	2
50109		Meat balls; w/ground beef (24% fat), non-instant nonfat	2
		dry milk & dehydrated onions	
50108		Meat loaf; w/ground beef (24% fat), non-instant nonfat	2
		dry milk & dehydrated onions	
50110		Nachos, with ground beef (24% fat) & butter	2
50112		Pizza, with cheese topping; w/regular pizza crust &	
		dehydrated onions	
50113		Pizza, with ground beef topping; w/ground beef (24%	2
		fat), regular pizza crust & dehydrated onions	
50114		Pizza, with ground pork topping; w/ground pork (24%	2
		fat), regular pizza crust & dehydrated onions	
50095		Pot pie, chicken; w/type 1 shortening, canned mixed	2
		vegetables, butter & dehydrated onions	
50116		Salisbury steak; w/ground beef (24% fat), non-instant	2
		nonfat dry milk & dehydrated onions	
50243		Shepherd's pie; w/ground beef (24% fat), fresh onions,	2
		frozen peas, frozen carrots, low sodium beef stock,	
		spices, lowfat fluid milk (1% fat), margarine and	
		dehydrated potato flakes	
50119		Spaghetti and meat sauce (beef & pork); w/ground beef	2
		(24% fat), ground pork (24% fat) & dehydrated onions	
50118		Spaghetti and meat sauce (beef); w/ground beef (24%	2
		fat) & dehydrated onions	
50082		Stew, beef; w/fresh onions & type c vegetable oil	2
50239		Stir-fry, chicken; w/low sodium soy sauce, low sodium	2
		chicken stock, fresh broccoli, carrots and onions, type	
		c vegetable oil and boneless skinless chicken breasts	
50120		Sweet and sour pork; w/type c vegetable oil	2
50245		Taco pie; w/ground beef (24% fat), mexican seasoning	2
		mix, salsa, tomato paste, flour tortillas and lowfat	
		cheddar cheese	
50077		Taco, bean; w/cooked pinto beans & dehydrated onions	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 67

IP code	Incl Ln# /Subcode	Desc-long	Src
50078		Taco, beef; w/canned beef & dehydrated onions	2
50075		Taco, beef; w/ground beef (24% fat) & dehydrated onions	2
50080		Taco, chicken; w/cooked chopped chicken & dehydrated onions	2
50084		Tamale pie, beef and bean; w/ground beef (24% fat), canned pinto beans, dehydrated onions, fresh eggs & type c vegetable oil	2
50083		Tamale pie, beef; w/ground beef (24% fat), dehydrated onions, fresh eggs & type c vegetable oil	2
50085		Tamale pie, chicken; w/cooked chopped chicken, dehydrated onions, fresh eggs & type c vegetable oil	2
50121		Tuna and noodles; w/butter & dehydrated onions	2
50122		Turkey and dressing supreme; w/dehydrated onions & butter	2
=====			
50134		Dip, creamy, for fresh vegetables; w/mayonnaise	2
50268		Dressing, clear; w/vegetable stock, cornstarch, type c vegetable oil, vinegar, sugar and spices	2
50135		Dressing, french; w/type c vegetable oil	2
50136		Dressing, honey-french; w/type c vegetable oil	2
50260		Dressing, honey; w/lowfat plain yogurt, honey, orange juice, yellow mustard and paprika	2
50262		Dressing, italian, new; w/chicken stock, fresh carrots and onions, cornstarch, sugar, spices, cider vinegar and type c vegetable oil	2
50137		Dressing, italian; w/type c vegetable oil	2
50269		Dressing, ranch; w/buttermilk, lowfat plain yogurt, sour cream, lowfat mayonnaise and spices	2
50138		Dressing, thousand island; w/mayonnaise	2
50267		Salad, broccoli; w/fresh broccoli, lowfat mayonnaise, sugar, vinegar, lowfat fluid milk (1% fat) and raisins	2
50123		Salad, carrot-raisin; w/mayonnaise	2
50124		Salad, chicken; w/dehydrated onions, mayonnaise	2
50126		Salad, cole slaw, creamy; w/dehydrated onions, mayonnaise	2
50133		Salad, fruit, waldorf; w/mayonnaise	2
50128		Salad, macaroni and ham; w/mayonnaise	2
50127		Salad, macaroni; w/mayonnaise	2
50261		Salad, marinated black bean; w/canned black beans, frozen corn, fresh green and red peppers and onions, spices, salsa and type c vegetable oil	2
50129		Salad, pasta; w/mayonnaise & frozen mixed vegetables (thawed)	2
50130		Salad, potato; w/mayonnaise	2
50263		Salad, tabouleh; w/bulgur, fresh tomatoes, cucumbers, onions, parsley and mint, lemon juice and type c vegetable oil	2
50131		Salad, taco; w/ground beef (24% fat), dehydrated onions & taco shell pieces	2
50132		Salad, three bean; w/fresh white onions & type c vegetable oil	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 68

CNP code	Incl Ln# /Subcode	Desc-long	
50139		Sandwich, barbecued beef on roll; w/dehydrated onions	2
50141		Sandwich, barbecued chicken on roll; w/dehydrated onions	2
50148		Sandwich, cheese, toasted; w/butter	2
50143		Sandwich, egg salad; w/dehydrated onions, mayonnaise	2
50281		Sandwich, gyro (without cucumber sauce); w/pita bread, gyro meat, fresh tomatoes and onions	2
50144		Sandwich, pizzaburger on roll; w/ground beef (24% fat) & dehydrated onions	2
50145		Sandwich, sloppy joe on roll; w/ground beef (24% fat) & dehydrated onions	2
50150		Sandwich, tuna salad; w/mayonnaise	2
50149		Sandwich, turkey ham and cheese, toasted; w/butter	2
50147		Stromboli with tomato sauce; w/all-purpose flour, type c vegetable oil & active dry yeast	2
50146		Stromboli; w/all-purpose flour, type c vegetable oil & active dry yeast	2
50154		Gravy, brown; made w/butter	2
50155		Gravy, chicken; made w/butter	2
50157		Gravy, cream; made w/butter	2
50153		Sauce, barbecue; w/dehydrated onions	2
50165		Sauce, cheese (medium thickness); w/butter	2
50273		Sauce, cucumber; w/fresh cucumbers, lowfat mayonnaise and lowfat plain yogurt	2
50270		Sauce, honey barbecue; w/margarine, honey, spices, catsup, vinegar and tomato paste	2
50158		Sauce, nacho cheese; w/butter	2
50271		Sauce, stir fry; w/low sodium soy sauce, cornstarch, spices and beef stock	2
50159		Sauce, sweet and sour	2
50160		Sauce, tartar; w/mayonnaise	2
50272		Sauce, teriyaki; w/brown sugar, spices, catsup, cider vinegar and low sodium soy sauce	2
50161		Sauce, tomato (meatless); w/type c vegetable oil & dehydrated onions	2
50163		Sauce, white, medium; w/butter; for: gravy, creamed vegetables, eggs, fish, meat	2
50164		Sauce, white, thick; w/butter; for: binder for souffles, croquettes	2
50162		Sauce, white, thin; w/butter; for: cream soups, gravy, creamed vegetables, eggs, fish, meat	2
50151		Seasoning mix, italian	2
50152		Seasoning mix, mexican	2
50274		Topping, spiced apple; w/margarine, honey, apple juice, cornstarch, spices and canned apples	2
50166		Soup, bean; w/chicken stock & dehydrated onions	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 69

NP code	Incl Ln# /Subcode	Desc-long	Src
50173		Soup, beef vegetable; w/canned beef, beef broth, dehydrated onions & canned vegetables	2
50157		Soup, chicken noodle; w/dehydrated onions	2
50169		Soup, chicken rice; w/dehydrated onions	2
50174		Soup, chicken vegetable; w/chopped chicken, chicken broth, dehydrated onions & canned vegetables	2
50171		Soup, cream of broccoli; w/fresh broccoli & butter	2
50193		Soup, cream of carrot; w/canned carrots & butter	2
50276		Soup, cream of chicken; w/margarine, all purpose flour, chicken stock, lowfat fluid milk (1% fat) and diced chicken	2
50194		Soup, cream of corn; w/canned corn & butter	2
50195		Soup, cream of green bean; w/canned green beans & butter	2
50196		Soup, cream of green pea; w/canned green peas & butter	2
50192		Soup, cream of mixed vegetable; w/canned mixed vegetables & butter	2
50277		Soup, minestrone; w/fresh onions, carrots, cabbage, celery, beef stock, canned tomatoes and paste, spices, canned white beans and elbow macaroni	2
50275		Soup, vegetable, thick; w/low sodium vegetable stock, pinto beans, lentils, barley, fresh onions, carrots, celery, and potatoes, tomato paste, frozen corn and frozen green beans	2
50172		Soup, vegetable; w/chicken broth, dehydrated onions & canned vegetables	2
=====			
50178		Beans, baked, vegetarian; w/dehydrated onions	2
50183		Beans, green, in cheese sauce; w/butter	2
50188		Beans, refried; w/canned pinto beans, chicken broth & type c vegetable oil	2
50283		Broccoli and cauliflower, herbed polonaise; w/margarine, fresh onions, spices, parmesan cheese, bread crumbs, frozen broccoli and frozen cauliflower	2
50180		Broccoli, cheese, and rice casserole; w/dehydrated onions	2
50186		Carrots, orange glazed; w/butter	2
50284		Corn and green bean casserole; w/frozen corn and green beans, lowfat mayonnaise, lowfat cheddar cheese, fresh celery, bread crumbs and margarine	2
50182		Corn pudding; w/fresh eggs & butter	2
50184		Corn, mexicali; w/canned corn, dehydrated onions & butter	2
50187		Potatoes, au gratin, prepared from dehydrated sliced potatoes; w/dehydrated onions & non-instant nonfat dry milk	2
50176		Potatoes, mashed, instant, prepared from flakes; w/nonfat milk & butter	2
50177		Potatoes, mashed, instant, prepared from granules; w/nonfat milk & butter	2
50282		Potatoes, quick baked (w/skin); w/spices and type c	2

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 70

CNP code	Incl Ln# /Subcode	Desc-long	
50189		vegetable oil Potatoes, scalloped, prepared from dehydrated sliced potatoes; w/butter & dehydrated onions	2
50190		Potatoes, scalloped, prepared from fresh potatoes; w/butter & dehydrated onions	2
50179		Sweet potatoes and apples, baked; w/butter	2
50185		Sweet potatoes, orange glazed; w/butter	2
50181		Vegetables, chinese style; w/equal amounts of fresh broccoli, carrots, celery, onions, cabbage, green pepper & canned bean sprouts; using type c vegetable oil	2
=====			
50211		Burrito, breakfast, with salsa; w/whole eggs, frozen corn, lowfat fluid milk (1% fat), fresh green peppers, onions and tomatoes, spices, flour tortillas and salsa	2
50210		Cereal, granola; w/rolled oats, brown sugar, apple juice, type c vegetable oil, honey and raisins	2
50212		French toast strips, baked; w/french bread, whole eggs, lowfat fluid milk (1% fat), sugar and spices	2
=====			
51246		Beef stew; Chef-Mate Beef Stew; as purchased	3
51219		Beef, in creamed sauce; Chef-Mate Creamed Thin Sliced Beef; as purchased	3
51218		Chili, with beef & beans, spicy; Chef-Mate Spicy Chili With Beans; as purchased	3
51215		Chili, with beef & beans; Chef-Mate Chili With Beans; as purchased	3
51216		Chili, with beef; Chef-Mate Chili Without Beans; as purchased	3
51217		Corned beef hash; Chef-Mate Corned Beef Hash; as purchased	3
51223		Macaroni and cheese; Chef-Mate Macaroni & Cheese; as purchased	3
51224		Pasta shells, w/ meat sauce; Chef-Mate Sausage 'n Shells; as purchased	3
51248		Pasta, rotini w/meatballs in sauce; Chef-Mate Rotini With Meatballs; as purchased	3
51249		Ravioli, beef & sauce; Chef-Mate Beef Ravioli In Sauce; as purchased	3
=====			
51362		Sandwich, egg, ham and cheese; Pre-cooked Frozen Egg Ham And Cheese Biscuit Sandwiches; as served	3
=====			
51121		Burger, meatless; Morningstar Farms Better'n Burgers; as served	3
51074		Burger, vegetarian, mix, with fortified soy protein concentrate; Midland Harvest Italian Style Burger 'n Loaf; as served	3

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 71

NP code	Incl Ln# /Subcode	Desc-long	Src
51073		Burger, vegetarian, mix, with fortified soy protein concentrate; Midland Harvest Original Flavor Burger 'n Loaf; as served	3
51077		Burger, vegetarian, mix, with soy protein concentrate; Midland Harvest Herbs And Spice Burger 'n Loaf; as served	3
51072		Burger, vegetarian, with fortified soy protein concentrate; Harvest Burger, Original Flavor; as served	3
51078		Burger, vegetarian, with fortified soy protein concentrate; Harvest Burgers, Taco Flavor; as served	3
51065		Burger, vegetarian, with fortified soy; Harvest Burgers, Italian Style, Midland Harvest; as served	3
51076		Chili, vegetarian, mix, with fortified soy protein concentrate; Midland Harvest Chili Fixin's; as served	3
51119		Frankfurter, meatless; Morningstar Farms Deli Franks; as served	3
51145		Isolated soy protein; Profam 646; as served	3
51145	1	Isolated soy protein; Profam 648; as served	3
51145	2	Isolated soy protein; Profam 974; as served	3
16106		Meat extender	1
51120		Meatless ground beef; Morningstar Farms "Burger" Crumbles; as served	3
51122		Meatless sausage; Morningstar Farms Breakfast Patties; as served	3
51079		Sloppy joe, mix, with fortified soy protein concentrate; Midland Harvest Sloppy Joe Fixin's; as served	3
51142		Soy protein concentrate, textured; Arcon T; as served	3
51143		Soy protein concentrate; Arcon S; as served	3
51075		Taco mix, vegetarian, with fortified soy protein concentrate; Midland Harvest Taco Filling 'n Dip; as served	3
51144		Textured vegetable protein; TVP; as served	3
16127		Tofu; raw, regular	1
16427		Tofu; raw, regular, prepared w/ calcium sulfate	1
51066		Vegetarian breakfast patties, sausage flavored; Breakfast Patties, Sausage Style, Midland Harvest; as served	3
51118		Veggie patty, meatless; Morningstar Farms Garden Vege Patties; as served	3

====DISCONTINUED CODES=====

2040	Sesame seeds	1
3150	Babyfood; fruit, applesauce & pineapple, strained	1
3009	Babyfood; meat, ham, junior	1
3011	Babyfood; meat, lamb, junior	1
3007	Babyfood; meat, pork, strained	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 72

CNP code	Incl Ln# /Subcode	Desc-long	
3006		Babyfood; meat, veal, junior	1
3103		Babyfood; vegetable, spinach, creamed, junior	1
<hr/>			
4342		Oil; salad, type A	4
<hr/>			
5278		Chicken frankfurters	1
5280		Chicken roll; light meat	1
5298		Turkey frankfurters	1
5287		Turkey ham, cured turkey thigh meat	1
5291		Turkey roll; light & dark meat	1
5290		Turkey roll; light meat	1
5299		Turkey salami	1
<hr/>			
10126		Luncheon meat; bologna, pork, cured	1
10161		Luncheon meat; olive loaf; pork, cured	1
10162		Luncheon meat; pickle and pimiento loaf; pork, cured	1
<hr/>			
8153		Cereals; 40% Bran Flakes, Ralston Purina, (wheat bran)	1
8009		Cereals; C.W. Post, w/raisins, (oats w/other grains)	1
8036		Cereals; Graham Crackos, (wheat)	1
8051		Cereals; Most, (wheat bran, wheat)	1
8063		Cereals; Raisins, Rice & Rye, (rice w/other grains)	1
8044		Cereals; honeybran, (wheat)	1
8072		Cereals; sugar sparkled flakes, (corn)	1
<hr/>			
9080		Cranberry juice cocktail; bottled	1
<hr/>			
10133		Ham; cured, boneless, extra lean (approx 5% fat), unheated	1
10136		Ham; cured, boneless, regular (approx 11% fat), roasted	4
10135		Ham; cured, boneless, regular (approx 11% fat), unheated	1
<hr/>			
12692		Peanut butter; w/salt added	4
<hr/>			
13458		Beef; ground, w/ vegetable protein product, cooked	4
<hr/>			
14238	4	Cranberry-apricot juice drink; bottled	1
14238	5	Cranberry-grape juice drink; bottled	1
<hr/>			
15057	6	Bocaccio, raw	1
15057	8	Menpachi, raw	1

7/17/95

DRAFT REPORT
ALL FOODS IN NND-CNP:RELEASE 2
Sorted by Food category and Long description
(L:\CN2\fds-all.r1)

Pg: 73

IP Code	Incl Ln# /Subcode	Desc-long	Src
15057	7	Orange roughy, raw	1
15057	9	Redfish, raw	1
15057	10	Rockfish, raw	1
=====			
19003	1	Corn chips, barbecue-flavored	1
19349	1	Corn syrup, light	1
=====			
=====DISCONTINUED CODES=====			

Appendix I: Instructor Outline

Lesson 8: Nutrient Databases and Software for Child Nutrition Programs

Lesson Time:

Approximately 1 1/2 hours

Equipment

- ✓ Computer
- ✓ Slide projector
- ✓ 2 screens

Materials

- ✓ Slides
- ✓ Transparencies:
 - T-1 – T-4 Beef or Pork Taco
 - T-5 Chili con Carne
 - T-6 Baking Powder Biscuits
 - T-7 Appendix F: Demonstration 1, Chicken Nuggets Nutrition Label
 - T-8 Appendix F: Demonstration 2, Cake Mix, Data Submission Form
 - T-9 Appendix F: Demonstration 3, French Fries, Data Submission Form

Lesson Plan Outline:

1. Interest Building Strategy/Set
 - a) A database is any collection of information that is organized so you can find what you are looking for. Databases are part of our everyday life. Examples include: telephone books, a checkbook, employee files, encyclopedias, TV Guide, and a classified ad section of a paper.
2. Review Competencies
3. Purpose
 - a) To understand the function of the NNDCNP, and how to submit nutrient data into the NNDCNP and local databases. In Lesson 6: Food Procurement, you will enter foods into the local database.
4. Transfer
 - a) Suppose you had two filing cabinets. One of the file cabinets is the National Nutrient database that contains four components that cannot be changed or deleted, except by USDA staff. The second file cabinet is the local database that contains foods offered in your district that are not listed on the NNDCNP at this time. Both of these file cabinets organize your information so it is easily accessible.
5. Instruction
 - a) An overview of the National Nutrient Database including purpose, review of existing databases, and software and development of the database.
 - b) Contents of the National Nutrient Database. Using the generic software, project examples of the NNDCNP to show components:
 - i) USDA Standard Reference Foods
 - ii) USDA Commodities
 - iii) USDA Quantity Recipes for School Food Service
 - a) Show T-1 – T-4 Beef or Pork Taco
 - b) Show T-5 Chili Con Carne
 - iv) Guided Practice
 - a) Show T-6 Baking Powder Biscuits
 - b) Recipe Variations
 - (1) In Lesson 9: Nutrient Analysis, the trainer will demonstrate how to vary a recipe's ingredients by creating a new recipe.
 - (2) Point out the recipe in Appendix A: Recipe Variations.
 - v) Brand name processed foods.

- vi) Share with a partner two reasons for developing it. Name the five components.
- c) Submitting NNDCNP Nutrient Data
- d) Factors to consider when selecting food items from the database:
 - i) Selecting correct form of food based on food preparation
 - ii) Nutrient retention
 - iii) Selecting cooked foods
 - iv) Selecting cooked single menu item
 - v) Selecting raw foods or cooked foods
 - vi) Selecting correct measure of foods
 - a) Refer students to Appendix B: Equivalent Measures for Common Food Service Utensils.
 - vii) Selecting the edible portion of food items
 - viii) Activity: Selecting Foods in the NNDCNP.
Students will select the correct database item to match these foods:
 - a) macaroni for macaroni salad
 - b) frozen green beans
 - c) 1/2 cup frozen french fries
- e) School Food Service Software System
- f) Local database
- g) Requesting Nutrient Data for Local Database from food manufacturers
 - i) Review Submission of Nutrient Data Form, and sample letter.
 - ii) Review adding foods "As Served" or "As Purchased."
 - iii) Activity: Helping Industry Submit Nutrient Data. Share with a partner one way to help industry submit data to NNDCNP.
- h) Adding a Food to the Local Database.
 - i) Food Item ID number
 - ii) Brand Name
 - iii) Product Code
 - iv) CN Label Number (where applicable)
 - v) Nutrient value of each food item
 - vi) Package size, number of servings per package, weight per serving size
 - vii) Changing or editing food items in the database
 - viii) Print *Food Ingredients Data Report*

ix) Print *Nutrient Composition Report*

- i) Demonstration 1: Adding Chicken Nuggets to local database
 - j) Demonstration 2: Adding Cake Mix to local database
 - k) Demonstration 3: Adding French Fries to the local database
6. Guided Practice
- a) Activity: NNDCNP
Share with a partner two reasons for developing it. Name the five components.
 - b) Demonstration 1: Adding Chicken Nuggets to local database
 - c) Demonstration 2: Adding Cake Mix to local database
 - d) Demonstration 3: Adding French Fries to the local database
7. Individual Practice
- a) Lab exercises for students to add brand name products to the local database. Students can complete these in the computer lab.
8. Closure
- a) Selecting the correct food for a menu or recipe nutrient analysis is critical for an accurate and valid analysis.
 - b) Review competencies.
9. Back on the Job...
- a) Review the ingredients and food used in your program. Get the nutrient analysis of processed foods and individual ingredients that are not in the NNDCNP.
10. Lesson Appendices
- a) Appendix A: Recipe Variations
 - b) Appendix B: Equivalent Measures for Common School Food Service Utensils
 - c) Appendix C: Submission of Nutrient Data and Letters
 - d) Appendix D: Software Requirements
 - e) Appendix E: Common Moisture and Fat Change Values (%) During Food Preparation
 - f) Appendix F: Demonstration 1 – Chicken Nuggets
Demonstration 2 – Cake Mix
Demonstration 3 – French Fries

- g) Appendix G: Computer Lab Exercise 1: Fish Sticks
Computer Lab Exercise 2: Basic Muffin Mix
- h) Appendix H: NNDCNP Database
- i) Appendix I: Instructor Outline

Beef or Pork Taco

Meat/Meat Alternate-Vegetable-Bread Alternate

Main Dishes D-13

Ingredients	50 Servings		100 Servings		For _____ Servings	Directions
	Weight	Measure	Weight	Measure		
Raw ground beef (no more than 24% fat) OR Raw ground pork (no more than 24% fat)	6 lb 7 oz... OR 6 lb 7 oz...	.....	12 lb 14 oz. OR 12 lb 14 oz.	.....	.....	1. Brown ground beef or pork. Drain.
Dehydrated onions..... OR • Fresh onions, chopped ...	..... 5 oz	1/4 cup 2 tsp.. OR 3/4 cup 2 Tbsp 1 Tbsp 1 1/2 tsp	2 oz OR 10 oz	1/2 cup 1 Tbsp OR 1 3/4 cups..... 3 Tbsp 1 Tbsp 1 tsp . 1/4 No. 10 can 2 qt.....	..... ..... ..... ..... .....	2. Add onions, garlic powder, pepper, tomato paste, water, and seasonings. Blend well. Bring to boil. Reduce heat and simmer for 25-30 minutes.
Black pepper Tomato paste Water .....	..... 14 oz	2 tsp 1 1/2 cups..... 1 qt.....	..... 1 lb 12 oz.. .....	..... ..... .....	..... ..... .....
†Seasonings Chill powder Ground cumin..... Paprika..... Onion powder .....	..... ..... ..... .....	2 Tbsp 1 Tbsp 1 1/2 tsp 1 1/2 tsp 1 1/2 tsp .....	..... ..... ..... .....	1/4 cup..... 3 Tbsp 1 Tbsp 1 Tbsp .....	..... ..... ..... .....
Cheddar cheese, shredded • Tomatoes, chopped • Lettuce, shredded	1 lb 10 oz.. 1 lb 4 oz.. 2 lb 2 oz...	1 qt 3 1/2 cups . 3 cups 1 gal 1 cup...	3 lb 4 oz... 2 lb 8 oz.. 4 lb 4 oz...	3 3/4 qt 1 qt 2 1/4 cups 2 gal .....	..... ..... .....	3. For topping: Set cheese aside for step 4. Combine tomatoes and lettuce. Toss lightly. Set mixture aside for step 4.

• See marketing guide on back.

†Mexican Seasoning Mix (see G-1, Sauces, Gravies, and Seasoning Mixes) may be used to replace these ingredients. For 50 servings, use 1/4 cup 1 1/2 tsp Mexican Seasoning Mix. For 100 servings, use 1/2 cup 1 Tbsp Mexican Seasoning Mix.

(Continued on back)

Beef or Pork Taco (Continued)

Main Dishes D-13

Ingredients	50 Servings		100 Servings		For _____ Servings	Directions
	Weight	Measure	Weight	Measure		
Taco shells (at least 0.35 oz each)	100 .....	.....	200 .....	.....	4. Serving suggestions (2 tacos per serving): A. Before serving or on serving line, fill each taco shell with 2 Tbsp meat mixture. On each student tray, serve 2 tacos, No. 10 scoop (3/4 cup) lettuce and tomato mixture, and 1/2 oz (2 Tbsp 1 tsp) shredded cheese. OR B. 1. Preportion No. 10 scoop (3/4 cup) lettuce and tomato mixture and 1/2 oz (2 Tbsp 1 tsp) shredded cheese into individual souffle cups. Refrigerate until service. 2. Transfer meat mixture and taco shells to steamtable pans. On each student tray, serve 2 unfilled taco shells, No. 16 scoop (1/4 cup) meat mixture, 1 pre-portioned souffle cup of lettuce and tomato mixture, and 1 pre-portioned souffle cup of shredded cheese. Instruct students to "build" their own tacos.

SERVING: 2 tacos provide the equivalent of 2 ounces of cooked lean meat, 1/2 cup of vegetable, and 1 serving of bread alternate.

YIELD: 50 servings: 100 tacos
100 servings: 200 tacos

Beef or Pork Taco (Continued)

Main Dishes D-13

Variations

a. Bean Taco

50 servings: Omit step 1. In step 2, use 7 lb 2 oz (1 gal 3 cups) cooked dry pinto beans (see preparation note) or 1¾ No. 10 cans drained pinto beans. Puree beans to a smooth consistency. Continue with steps 3 and 4.

100 servings: Omit step 1. In step 2, use 14 lb 4 oz (2¼ gal) cooked dry pinto beans (see preparation note) or 3½ No. 10 cans drained pinto beans. Puree beans to a smooth consistency. Continue with steps 3 and 4.

PREPARATION NOTE:

SOAKING BEANS

Overnight method: Add 1¾ qt cold water to every lb of dry beans. Cover. Let stand overnight in refrigerator.

Quick-soak method: Boil 1¾ qt of water for each lb of dry beans. Pour beans in and boil for 2 minutes. Remove from heat and allow to soak for 1 hour.

COOKING BEANS

Once the beans have been soaked, add ½ tsp salt for every lb of dry beans. Boil gently with lid tilted until tender, about 2 hours.

1 lb dry beans = about 2½ cups dry or 6¼ cups cooked beans.

b. Beef or Pork Taco (Using Canned Meats)

50 servings: Omit step 1. In step 2, use 9 lb 4 oz (5¼ No. 2½ cans) undrained canned beef or undrained canned pork. Remove fat. Use 2 cups water and 3 Tbsp chili powder, 2 Tbsp cumin, 1 Tbsp paprika, 1 Tbsp onion powder (or ¼ cup 3 Tbsp Mexican Seasoning Mix). Continue with step 3. In step 4, serve ⅓ cup (No. 12 scoop) of meat mixture for 2 taco shells.

100 servings: Omit step 1. In step 2, use 18 lb 8 oz (10¼ No. 2½ cans) undrained canned beef or undrained canned pork. Remove fat. Use 1 qt water and ¼ cup 2 Tbsp chili powder, ¼ cup cumin, 2 Tbsp paprika, 2 Tbsp onion powder (or ¾ cup 2 Tbsp Mexican Seasoning Mix). Continue with step 3. In step 4, serve ⅓ cup (No. 12 scoop) of meat mixture for 2 taco shells.

c. Chicken or Turkey Taco

50 servings: Omit step 1. In step 2, use 4 lb 12 oz (3¾ qt) cooked chopped chicken or turkey and 1½ qt water. Continue with steps 3 and 4.

100 servings: Omit step 1. In step 2, use 9 lb 8 oz (1 gal 3½ qt) cooked chopped chicken or turkey and 3 qt water. Continue with steps 3 and 4.

(Continued on back)

Beef or Pork Taco (Continued)

Main Dishes D-13

Nutrients Per Serving

Calories	289	Vitamin A	104 RE/768 IU	Iron	3.1 mg
Protein	17 g	Vitamin C	6.5 mg	Calcium	160 mg
Carbohydrate	17 g	Thiamin	0.27 mg	Phosphorus	216 mg
Fat	17 g	Riboflavin	0.32 mg	Potassium	358 mg
Cholesterol	52 mg	Niacin	4.27 mg	Sodium	172 mg

Marketing Guide for Selected Items

Bean Taco

Food as Purchased	For 50-Serving Recipe	For 100-Serving Recipe	For ____ Serving Recipe
Pinto beans, dry	3 lb	6 lb	
Mature onions	5¾ oz	11½ oz	
Tomatoes	1 lb 4½ oz	2 lb 9 oz	
Head lettuce	2 lb 13 oz	5 lb 10 oz	

Beef or Pork Taco

Food as Purchased	For 50-Serving Recipe	For 100-Serving Recipe	For ____ Serving Recipe
Mature onions	5¾ oz	11½ oz	
Tomatoes	1 lb 4½ oz	2 lb 9 oz	
Head lettuce	2 lb 13 oz	5 lb 10 oz	

Chicken or Turkey Taco

Food as Purchased	For 50-Serving Recipe	For 100-Serving Recipe	For ____ Serving Recipe
Chicken, whole, without neck and gibles	13 lb 4 oz	26 lb 8 oz	
OR			
Turkey, whole, without neck and gibles	10 lb 2 oz	20 lb 4 oz	
Mature onions	5¾ oz	11½ oz	
Tomatoes	1 lb 4½ oz	2 lb 9 oz	
Head lettuce	2 lb 13 oz	5 lb 10 oz	

Chili Con Carne With Beans

Meat/Meat Alternate--Vegetable

Main Dishes D-20

Ingredients	50 Servings		100 Servings		For _____ Servings	Directions
	Weight	Measure	Weight	Measure		
Raw ground beef (no more than 24% fat)	7 lb.....	.....	14 lb.....	.....	.....	1. Brown ground beef. Drain.
Dehydrated onlons..... OR	2 oz..... OR	1/2 cup 1 Tbsp OR	4 oz..... OR	1 cup 2 Tbsp. OR	.....	2. Add onlons, garlic powder, green pepper (optional), pepper, and seasonings. Cook for 5 minutes.
*Fresh onlons, chopped ...	1 lb.....	2 2/3 cups.....	2 lb.....	5 1/2 cups.....	.....
Garlic powder.....	.....	1 Tbsp 1 1/2 tsp	.....	3 Tbsp.....	.....
Green pepper, chopped (optional).....	8 oz.....	1 1/2 cups.....	1 lb.....	3 cups.....	.....
Black pepper .....	.....	2 tsp.....	.....	1 Tbsp 1 tsp	.....
+Seasonings						
Chili powder .....	.....	3 Tbsp.....	.....	1/2 cup 2 Tbsp	.....
Paprika.....	.....	1 Tbsp.....	.....	2 Tbsp.....	.....
Onlon powder .....	.....	1 Tbsp.....	.....	2 Tbsp.....	.....
Ground cumln.....	.....	2 Tbsp.....	2 oz.....	1/4 cup.....	.....
Canned tomatoes, with ll- quid, chopped.....	3 lb 3 oz...	1/2 No. 10 can	6 lb 6 oz...	1 No. 10 can	.....	3. Stir in tomatoes, water, and tomato paste; mix well. Bring to boil. Reduce heat. Cover. Simmer slowly, stirring occasionally until thickened, about 40 minutes.
Water.....	.....	2 1/4 qt.....	.....	1 gal 2 cups..	.....
Tomato paste	1 lb 12 oz..	1/4 No. 10 can	3 lb 8 oz...	1/2 No. 10 can	.....
Canned pinto or kidney beans, drained	3 lb 6 oz... OR	1/2 No. 10 can OR	6 lb 12 oz.. OR	1 No. 10 can OR	.....	4. Stir in beans. Cover and simmer about 10 minutes or until hot.
*Cooked dry pinto or kidney beans (see preparation note)	2 lb 1 oz...	1 qt 1 1/2 cups.	4 lb 2 oz...	2 3/4 qt.....	.....
Cheddar cheese, shredded (optional)	1 lb 8 oz...	1 3/4 qt.....	3 lb.....	3 1/2 qt.....	.....	5. Pour into serving pans. 6. Portion with 4-oz ladle (1/2 cup). Garnish with cheese (optional).

SERVING: 1/2 cup (4-ounce ladle) provides 2 ounces of cooked lean meat and 3/8 cup of vegetable. YIELD: 50 servings: about 1 1/2 gallons 100 servings: about 3 gallons

* See marketing guide on back. .
†Mexican Seasoning Mix (see G-1, Sauces, Gravies, and Seasoning Mixes) may be used to replace these ingredients. For 50 servings, use 1/3 cup 1 Tbsp 2 tsp Mexican Seasoning Mix. For 100 servings, use 2/3 cup 2 Tbsp Mexican Seasoning Mix.

Variations

a. Baking Powder Biscuits (Using Master Mix)

50 servings: Omit steps 1 and 2. Use 3 lb 12 oz (3 qt) Master Mix. Continue with steps 3-6.

100 servings: Omit steps 1 and 2. Use 7 lb 8 oz (6 qt) Master Mix. Continue with steps 3-6.

b. Cheese Biscuits

50 servings: Follow steps 1 and 2. In step 3, add 12 oz (3½ cups) shredded cheddar cheese to soft dough. Mix lightly to distribute cheese. Continue with steps 4-6.

100 servings: Follow steps 1 and 2. In step 3, add 1 lb 8 oz (1¾ qt) shredded cheddar cheese to soft dough. Mix lightly to distribute cheese. Continue with steps 4-6.

c. Drop Biscuits

50 servings: Follow steps 1 and 2. In step 3, use 1 qt ¾ cup cold water. Omit step 4. In step 5, portion with level No. 16 scoop (¼ cup) onto 1 sheet pan (18"x26"x1") in rows of 10 down and 5 across. Continue with step 6.

100 servings: Follow steps 1 and 2. In step 3, use 2 qt 1½ cups cold water. Omit step 4. In step 5, portion with level No. 16 scoop (¼ cup) onto 2 sheet pans (18"x26"x1") in rows of 10 down and 5 across. Continue with step 6.

d. Wheat Biscuits

50 servings: In step 1, use 2 lb 4 oz (2 qt) all-purpose flour and 12 oz (2¾ cups) whole-wheat flour. Continue with steps 2-6.

100 servings: In step 1, use 4 lb 8 oz (4 qt) all-purpose flour and 1 lb 8 oz (1 qt 1¾ cups) whole-wheat flour. Continue with steps 2-6.

Nutrients Per Serving

Calories	164	Vitamin A	0 RE/1 IU	Iron	0.8 mg
Protein	3 g	Vitamin C	0.1 mg	Calcium	57 mg
Carbohydrate	22 g	Thiamin	0.17 mg	Phosphorus	86 mg
Fat	7 g	Riboflavin	0.12 mg	Potassium	59 mg
Cholesterol	Tr	Niacin	1.45 mg	Sodium	322 mg

Lesson 2: Market Analysis

Learning Objectives

By the end of this lesson, you should be able to:

1. Define market analysis and its importance in business.

2. Identify the different types of market analysis.

3. Explain the relationship between market analysis and business strategy.

4. Discuss the challenges of market analysis and how to overcome them.

5. Apply market analysis techniques to a real-world business scenario.



Lesson 9: Nutrient Analysis

Competencies

Participants will be able to:

1. List the steps to create a new recipe and add it to the local database.
2. Adjust a weekly menu using appropriate techniques to meet the nutrition goals for NuMenus or Food Based Menus.



Abstract of the Proceedings of the Annual Meeting of the American Society of Criminology and Anthropology

1911

Published by the American Society of
Criminology and Anthropology

The American Society of Criminology and Anthropology was organized in 1909
for the purpose of promoting the study of crime and the development of
the science of criminology.

The Society is composed of members from
all parts of the United States and from
foreign countries.

The Society holds an annual meeting at
which the latest researches in the field of
criminology are presented and discussed.

The Society also publishes a journal
devoted to the study of crime and the
development of the science of criminology.

The American Society of Criminology and Anthropology
is a non-profit organization and its funds are
used for the promotion of the study of crime.

Lesson 9: Nutrient Analysis

Notes

Lesson 9

Nutrient Analysis

Slide 1

Overview

Nutrient analysis can be very simple when you have considered good menu planning techniques and use one of the USDA-approved nutrient analysis software programs. The software programs analyze both recipes and menus.

Overview of Recipe Development and Recipe Analysis

School Food Service Software System

Slide 2

Recipe Nutrient Analysis

Recipe Analysis Capabilities

- Access, search, retrieve and/or edit
- List all recipes
- List recipes with corresponding data
- List nutrient composition of each ingredient
- Sort recipes by food category
- Sort recipes by ingredient
- Search
- Adjust yield

Slide 3

Recipe Nutrient Analysis Capabilities

1. Access, search, retrieve and/or edit existing recipes in the local recipe file.
2. List all file recipes.

① Interest Building Strategy/Set

In Lesson 7: ABCs of Menu Planning, you planned menus that you **think** will be healthy and meet the nutritional requirements for healthy meals. You considered all of the Dietary Guidelines for Americans and the menu planning ABCs. But how do you know whether your menu meets the Nutrient Standards?

② Review Competencies

③ Purpose

The purpose of this lesson is to show you how a nutrient analysis of recipes and menus is done. For those selecting NuMenus, you must be able to do the analysis accurately yourself. For those selecting Assisted NuMenus, you must understand well enough to confirm the work of your outside consultant. For those selecting Food Based Menus, you will want to understand well enough to follow the analysis and findings of the reviewing state agency.

④ Transfer

None

⑤ Instruction

3. List recipes with corresponding data:
Includes recipe number, name, ingredient, amount of ingredient, yield, portion size, etc.
4. List the nutrient composition of each food ingredient.
5. Sort recipes by food category such as Bread and Cereal Products, Soups, Sandwiches, Salad Dressings, etc.
6. List recipes by ingredients, i.e., commodities.
7. Search for previously created recipes by recipe code number, recipe category and recipe name.
8. Adjust recipe yields.
For example: The recipe yield is 100 servings; if the servings are adjusted to 200 servings, the computer will calculate the amount/measures of food ingredients required to produce 200 servings.

USDA Quantity Recipes for School Food Service

If you are using one of the USDA *Quantity Recipes for School Food Service* and make any preparation or ingredient changes you must create and analyze a new recipe and add it to the local database. This includes using alternate and optional ingredients and some variations.

Variations

For example:

Recipe B-4 Baking Powder Biscuits

Lists three variations:

1. B-4a Baking Powder Biscuits using Master Mix
2. B-4b Cheese Biscuits
3. B-4c Drop Biscuits

Remember, when you use optional or alternate ingredients of the USDA recipes, you must create a new recipe and analyze the nutrient content of the recipe and add it to the local database.

Adding a Recipe to the Local Database for Nutrient Analysis

You will be able to create new recipes and enter local school recipes into the local database recipe file.

Your USDA-approved school food service software program will have the capabilities to add a recipe to the local database. You must follow the software directions. Regardless of which software you use, all of these steps are needed to add a recipe to the local database.

Steps to Create a New Recipe

Create a New Recipe

1. Enter recipe category, code number and name
2. Serving recipe yield
3. Serving size
4. Serving description
5. "Look up" food ingredients

Slide 4

1. Enter recipe category, code number and name.
2. Enter recipe yield or number of servings (i.e., 100 servings).
3. Enter type of serving (i.e., cups).
4. Enter serving size or description (i.e., 4-oz. ladle, # 16 scoop).
5. View the food ingredients listed in the database. Select the correct food item and amount from the database that corresponds with the food ingredient in the recipe.

Create a New Recipe

6. Use Yield Factor method
7. Enter preparation directions
8. Save recipe to local database
9. Complete a nutrient analysis
10. Print the recipe, instructions and nutrient analysis

Slide 5

Notes

Activity: Review with a partner and then name the ten steps to create a recipe.

6. The Yield Factor Method for recipe development will be used for all standardized recipes. This requires that each recipe ingredient be entered as ready to serve or cooked and the amount of each ingredient calculated as a yield from the *as purchased* or raw weight, using the USDA *Food Buying Guide*.

Example:

1 lb. dry macaroni
as purchased = 9.75 cups cooked

1 lb. raw ground beef
as purchased = .73 lb. cooked

7. Enter preparation directions.
8. Save the recipe to the local database recipe file.
9. Complete a nutrient analysis. Review each ingredient nutrient composition in the recipe. The following nutrients will be calculated for each recipe:
 - Calories
 - Protein
 - Total fat
 - Carbohydrate
 - Saturated fat
 - Vitamin A
 - Vitamin C
 - Iron
 - Calcium
 - Percentage of calories from carbohydrate
 - Percentage of calories from fat
 - Percentage of calories from protein
 - Percentage of calories from saturated fat
 - Cholesterol
 - Sodium
 - Dietary fiber
10. Print the recipe, preparation instructions, and nutrient analysis.

Notes

⑥ Guided Practice

Appendix A: Demonstration

Recipe Variations

Add Beef Stir Fry Variation as a new recipe

⑥ Guided Practice

Appendix B: Demonstration

Adding Recipes to the Local Database

Add Spaghetti Sauce recipes to the local database

⑥ Guided Practice

Appendix C: Demonstration

Create Recipes for Purchased Foods

Demonstrate on the computer the steps to create recipes in the local database for:

1. Chicken nuggets
2. Cake mix

Steps to Create a Recipe Variation

When recipes are changed, you need to create and save a new recipe. When changing a local database recipe, you may change the original recipe and then rename and save it. With a USDA recipe, you follow the same steps to create a new recipe, except you will name and save it as a different recipe.

Updating Local Recipe Data

When new recipes are created and saved to the recipe file, you can:

1. Change, add or delete food ingredients and amounts.
2. Change serving preparation and instructions.

Creating a Theme Bar Recipe for NuMenus

Theme Bars

Calculating the nutrient analysis of salad bar, potato bar, deli bar, pasta bar:

- Plan the theme bars
 - Portion size
 - Projected servings
 - Projected feeding figure
- Calculate the nutrient analysis of the theme bar as a recipe
 - Store for future use
 - Reanalyze when changed
- Plan several variations of theme bars

Slide 6

Steps for calculating the nutrient analysis of the theme bar are basically the same as for a recipe:

1. Save the nutrient analysis of the theme bar as a **recipe** in the local database. This allows the school district to analyze the theme bar only once, except when the ingredients change. Then you must enter another recipe.
2. Retrieve the nutritional analysis of the theme bar from the local recipe file and make adjustments as needed, when the theme bar is on the menu.

Notes

⑥ Guided Practice

Appendix D: Demonstration

Theme Bars

Demonstrate on the computer the steps to create recipes for:

1. Salad Bar
2. Pasta Bar

⑦ Individual Practice

Appendix E: Computer Exercise

Students may practice entering recipes into the local database.

- Coleslaw
- Fish Sticks
- Muffin Mix
- Potato Bar

Common Data Entry Errors

Notes

Common Errors *Data Entry of Recipes*

- Incorrect food item selected from database
- Measurements wrong
- Raw weight as purchased weights used for cooked foods
- Standardized recipes not used

Slide 7

Reminders:

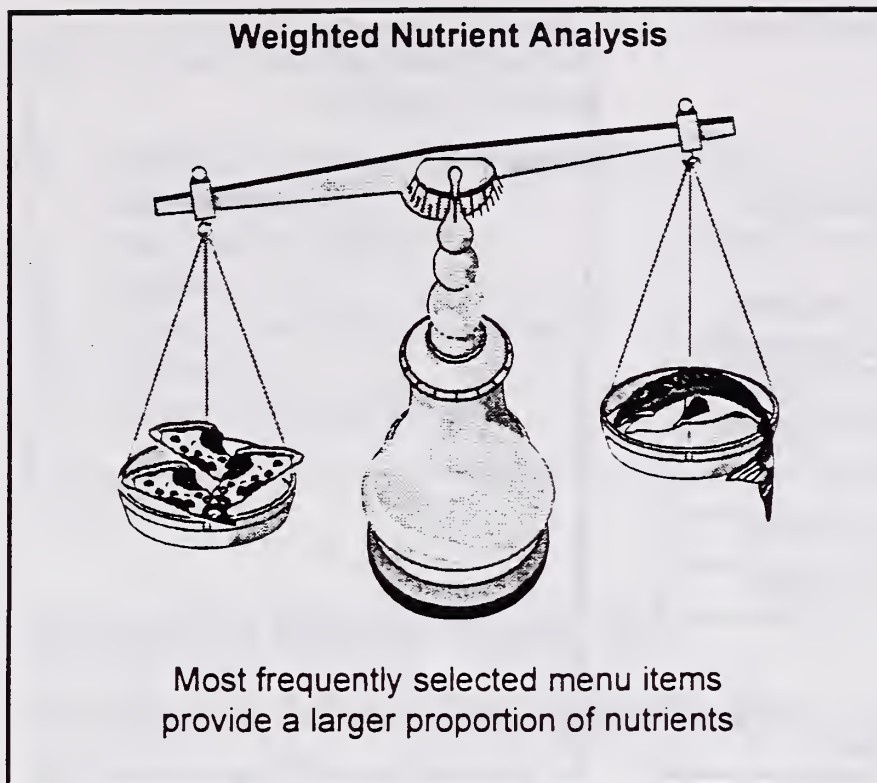
- Carefully select the current food item from the database.
- Choose the correct measurement, such as liquid or weight.
- Use cooked weight for cooked foods.
- Only use standardized recipes.

Menu Nutrient Analysis

Weighted Analysis

To accurately analyze the nutritional composition of meals selected by students for the National School Lunch and School Breakfast Program, regardless of the menu option, the nutrient analysis of the meals must be based on weighted averages.

The nutrient analysis software program will compute the average nutritional composition of the meal for one day and one week. In addition, the software will compute the percentage of calories from protein, carbohydrate and fat based on the average nutritional composition of the meal for one day and one week.



Slide 8

The weighted nutrient analysis methodology gives more weight to the nutrients in popular foods that may be frequently selected from a choice or Offer versus Serve menu. This allows for a greater contribution of nutrients to come from those foods frequently selected. Menu items that are less popular and selected by fewer students will contribute fewer nutrients to the meal.

Weighted Nutrient Analysis
Data Necessary

- Portion size
- Projected production numbers
- Total reimbursable meals

Slide 9

The calculation method for computing a weighted nutrient analysis will require the planner to **enter for each menu item:**

- Portion size
- Projected servings of each menu item
- Total feeding figure for each day for a weekly menu.

Note: Only reimbursable meals are included for nutrient analysis; therefore, the projected servings

Notes

and total feeding figure must not include à la carte sales.

Notes

Nutritional Analysis Based on Averages			
Item	Actual Servings Planned	Data Entry Servings Planned	Nutrient Composition
Pizza	200	100	33.3%
Baked chicken	50	100	33.3%
Chef's salad	50	100	33.3%
Total	300	300	100%

Slide 10

Weighted Nutrient Analysis			
Item	Actual Servings Planned	Data Entry Servings Planned	Nutrient Composition
Pizza	200	200	66.7%
Baked chicken	50	50	16.7%
Chef's salad	50	50	16.7%
Total	300	300	100%

Slide 11

Process Approach to Menu Planning

Process Approach to Menu Planning

1. Plan menu on paper
2. Review products and recipes not in NNDCNP or local database
3. Enter new recipes and processed foods into local database (save)
4. Establish school/site, ID, age/grade categories
5. Enter daily lunch menu with portions and projected servings

Slide 12

Process Approach to Menu Planning

6. Enter daily breakfast menu with portions and projected servings
7. Total nutrient analysis
8. Evaluate
9. Adjust to meet Nutrient Standards
10. Print report
11. Provide nutrition disclosure

Slide 13

Entering Menu Plans for Analysis and Compliance to Nutrient Standards

1) Enter Specific Menu Plan Data.

Site

The site refers to the group for which the menu is being planned. It may be a school or a group of schools with the same menu:

- XUSD Elementary Schools
- Lincoln Elementary School

Date

The date of the menu is entered to identify the menu for future reference.

Menu or Meal Type

The type of meal to be planned must be entered because there are specific program requirements for each meal:

- Lunch
- Breakfast

Cycle

A cycle may be one or as many as eight or more weeks. A cycle is a series of menus that are repeated. Cycles may be planned for a season, or for a year:

- Fall Cycle, Number 2, Weeks 1-4
- Elementary Cycle, Weeks 1-5

Notes

Week

A week for nutrient analysis purposes is 3-7 consecutive days. If there are fewer than three consecutive days in a week, the days in that week are combined with the coming or the prior week for analysis.

Grade or Age Group

The required grade group or the optional age range is entered to identify which Nutrient Standard will be used as the yardstick to measure success, such as:

- Grades K-6
- Grades 7-12
- Grades K-3
- Ages 7-10
- Ages 11-13

Default Nutrients

If the software offers nutritional analysis of more than the required nutrients and dietary components, set the following required nutrients and dietary components to be analyzed:

- Calories
- Total fat
- Saturated fat
- Protein
- Calcium
- Iron
- Vitamin A
- Vitamin C
- Cholesterol
- Dietary fiber
- Sodium

Carbohydrate should also be specified, but is not required. It is included in most USDA-approved software.

Feeding Figure

The feeding figure is the total number of reimbursable meals which are projected to be served, such as:

- 500 Breakfast
- 1,000 Lunch

Notes

A week is from Sunday to Saturday.

2) Enter Each Menu Plan.

Notes

Food Codes

The food code is the numbers or letters assigned to each food and menu item in the NNDCNP or the local database. Many software systems will also allow the menu planner to enter the name of the food or menu item and the software will **search** for similar foods and allow the menu planner to select the correct item:

- 1082 1% lowfat milk
- 8020 Corn Flakes cereal

Portion Size

The portion size must be specified for every food item and menu item. It must relate to the portion sizes available for the food item or menu item in the nutrient analysis software system:

- 1% lowfat milk, 8 fl. oz.
- Corn Flakes cereal, 1 oz.

Projected Servings

The projected servings are the projected production or servings for each menu item. This information is available from historical menu production records, or other methods of retrieving this information may be used:

- 200 cheese pizza
- 400 baked chicken/rice
- 300 green salad
- 100 green beans
- 400 carrot sticks

3) Perform Nutrient Analysis of Menus to Obtain Weekly Averages and Compliance to the Nutrient Standard.

Site

Specify the site number as assigned by the school food authority.

Date Range

The date range is the range of dates from the first day of the menu analysis week through the last day of the menu analysis week:

- 9/9/96 - 9/13/96
- 9/16/96 - 0/20/96

Meal Type

Specify the meal type.

4) Evaluate and Update the Menu Plan to Achieve the Nutrient Standard Goals.

- Replace a food on the menu plan
- Add a food to the menu plan

5) Print Menu Plan Reports.

- Nutritional analysis
- Meals percentage report
- Menu
- Nutritional composition of menu items
- Missing records

Common Errors *Data Entry of Menus*

- Incorrect food item selected from database
- Portion sizes wrong
- Condiments, salad dressings and added fat are not entered as menu items
- Menu item left off of the nutrient analysis, i.e., bun for hamburger

Slide 14

Key Steps to Modifying Menus

Key Action Steps

As we adjust menus, we need to ensure healthy, attractive, tasty and acceptable school meals.

- Plan menus
- Purchase food
- Modify recipes
- Use good preparation techniques
- Get students to consume the meals!!

Notes

⑥ Guided Practice

Appendix F: Demonstration

Analyze and adjust a NuMenus weekly lunch menu.

Appendix G: Demonstration

Analyze and adjust a NuMenus weekly breakfast menu.

Modifying Menus

- Plan menus
- Purchase food
- Modify recipes and preparation techniques
- Get students to consume the meals!!

Notes

Slide 15

Plan Menus

If you find that your weekly menu analysis does not meet the nutritional goals, look at the frequency, portion size, balance of foods and/or nutrient source list to modify the menu.

Evaluate the nutrient analysis of your menus.

Evaluate how well your current menu meets the Nutrient Standard. This will help to determine what if any changes must be made to meet the Nutrient Standard.

- How do your menus compare to the Nutrient Standards? What areas need changes?
Which areas are okay?
- Are you serving menus that are too high in fat or saturated fat?
- Are your menus low in iron or vitamins A and C?

Frequency

The **frequency** with which a particular food or type of food is selected will affect the nutrient content of your menu.

- Can you increase the total number of lowfat or unsaturated fat food or menu items?
- Can you decrease the total number of high fat items?
- Do you have too many high sodium items?
- Too few high vitamin A foods in a week?
- Can a popular high fat item be served fewer times in a cycle or week?

Portion Size

After making adjustments to how often foods are served, recheck the nutrient analysis. If there are

still discrepancies, look at the **portion size** of problem foods next.

- Can you continue to include a popular food that may be contributing too much fat, saturated fat or calories in a smaller quantity rather than eliminate it?
- Can the quantity of a high fat ingredient in a menu item be changed or reduced?
- Do you need to increase the portion size to provide the nutrients to meet the Nutrient Standard?

Balance

Next, look at the **balance** of foods within each day and the week.

- Do you have too many high fat or high **calorie** foods in the same day?
- Do you have too many high fat or highly **saturated fat** foods in the same week?
- Can you balance a high fat entree with **lowfat side dishes**?
- Can you balance a high fat entree with other lowfat entrees within the **week**?

Nutrient Food Source List

If you still have not met the nutritional goals, look at the ***Nutrient Food Source List*** in the software program and find ideas for foods containing the nutrients which are lacking or in excess.

- Adjust menus when the weekly average for a nutrient exceeds or fails to meet the nutrient standard.
- A nutrient amount is listed by serving size for each food.
- The number of servings you project to serve will affect the total amount of nutrients contributed by your selection.
- A range is given for foods which are available in several processed or cooked forms. However, the serving size used for the breakfasts and lunches does not need to be limited to that given in the lists.
- These lists will suggest foods that might be added or substituted in menus in order to

Notes

increase the amount of a nutrient found to be below the nutrient standard in the week's breakfast or lunch. For example, you may print a list of foods containing less than 100 calories, or foods containing at least two milligrams of iron.

Be sure when replacing a food that the levels of all nutrients in the standard are maintained. After deciding which foods to add to the menu, nutrient values need to be recalculated and compared to the Nutrient Standard.

Purchased Products

- Which menu items are so popular that the daily menu can be adjusted to add a new or modified menu item without affecting participation?
- What items are most popular and will create the greatest impact if their nutrient profile is improved?
- Which products are available on the market and which will require developmental time?
- How can costs be held firm or be decreased when changes are made?

Modify Recipes and Preparation Techniques

By now, hopefully your students have learned to accept modified versions of their old favorites. Try to transfer those newly acquired tastes for healthy foods to new menu items.

- Modify current recipes.
- Introduce new recipes gradually.
- What new recipes are needed?

Get Students to Consume the Meal!

As has been mentioned throughout this training, food that is not selected and consumed by students does not contribute to the nutrients consumed by healthy children. We must plan and prepare enticing menus and then educate students and parents on their value as well as merchandise and promote our healthy choices. Tips on how to merchandise and

Notes

promote healthy school meals will be covered in Lesson 10: Marketing Healthy School Meals.

As you make these changes, remember that your chance for success is greatest if change occurs gradually. You may not meet the Nutrient Standard and the Dietary Guidelines on your first set of menus. The important issue is that you keep working toward the goals. It is small modifications over time that will be most effective.

- Who will the changes affect?
- How can you get the people affected involved in initiating the changes?
- How will student and staff involvement in the change process increase acceptance and success?

Adjusting Future Menus

Adjusting Future Menus

- Adjust projected servings
- Evaluate nutrient analysis
- Modify current menus and products
- Introduce new menu items and products
- Encourage healthy food choices

Slide 16

You have now planned a menu and analyzed it. You may use the menu again for a future menu cycle, but you need to adjust the new cycle including any changes in projected production. To know whether you need to adjust your projected production, record actual numbers of menu items served. That information will be available to you on your menu production record for future forecasting. You may also design other methods to collect the data.

Combined Breakfast and Lunch Analysis

As an option, a school food authority may combine the analysis of the National School Lunch and School Breakfast Programs. The analysis must be proportionate to the levels of participation in the

Notes

⑥ Guided Practice

Using T-1, Appendix I: Calculating the Nutrient Value of a Combined Breakfast and Lunch and Appendix J: Combined Analysis of Breakfast and Lunch, take participants through the steps for a combined nutrient analysis.

See the Instructor Key for an example using the menus just analyzed.

two programs. The Food and Consumer Service has developed a methodology for calculating the nutrient value of a combined breakfast and lunch meal using a weighted nutrient analysis. A worksheet has been designed to provide a "step-by-step" approach for calculating a combined breakfast and lunch nutrient analysis on paper. The worksheet is in Appendix I.

The worksheet may be used by food service staff utilizing the NuMenus or Assisted NuMenus options, if they desire one complete and combined analysis of their school breakfast and lunch menus. The key components of an accurate calculation require that the RDA Nutrient Standard and the analyzed nutrient values of a menu for breakfast and lunch are both weighted by the meal participation rates in your program.

Steps

Develop a Weighted Combined Nutrient Standard

1. Specify grade/age group.
2. Specify correct Nutrient Standards.
3. Specify feeding figures for breakfast and lunch.
4. Determine meal participation rate percentages.
5. Weight each nutrient value.
Multiply each Nutrient Standard value by the reimbursable meal rate percentage for that meal.
6. Add each weighted nutrient together.

Develop a Weighted Combined Nutrient Analysis

7. Analyze the breakfast and lunch menus.
8. Multiply each nutrient value by the meal participation percentage for that meal.
9. Add each weighted nutrient from the analysis together.

Evaluate and Adjust

10. Compare the weighted nutrient analysis of the combined breakfast and lunch to the weighted Nutrient Standard.
11. Adjust as needed.

Notes

⑦ Individual Practice

Computer Exercises

Appendix H: Food Based Menu

Analyze and adjust the Food Based Menus provided.

⑧ Closure

Review competencies.

Review Appendix K: Checklist for Accurate Computer Analysis.

⑨ Back on the Job...

An accurate analysis is critical to the success of NuMenus and Assisted NuMenus. It will also be important in determining how well your Food Based Menus meet the nutritional requirements. Understanding the process of weighted nutrient analysis is the key to your success with all menu systems.

Appendix A: Demonstration

Recipe Variations

A USDA Quantity Recipe provides many variations. If you substitute for any of the ingredients, you must enter a new recipe and complete a new nutrient analysis. Activity: substitute 9 lbs of sliced beef, round top, 13192, for skinless, boneless chicken.

Stir-Fry (Chicken, Beef or Pork)

Ingredients	50 Servings		100 Servings		For ____ Servings	Directions
	Weight	Measure	Weight	Measure		
Low sodium soy sauce 16424		1 cup		2 cups		1. Dissolve cornstarch in soy sauce. Add spices.
Cornstarch 20027	4 oz.	3/4 cup 2 Tbs.	8 oz.	1 3/4 cup		
Ground ginger 2021		1/2 tsp.		1 tsp.		
Granulated garlic 2020		3 Tbs.		6 Tbs.		
White pepper 2032		2 tsp.		1 Tbs. 1 tsp.		
Chicken stock, low sodium, non-MSG 6172		2 qt.		1 gal.		2. Heat chicken stock to a boil and slowly stir in cornstarch mixture. Return to a simmer.
						3. Cook for 3-5 minutes, until thick. Remove from heat.
<u>Fresh mixed vegetables</u>						4. Cut stems from the broccoli. Peel and slice. Chop flowerettes into bite-sized pieces. Prepare no more than 50 portions per batch.
Fresh broccoli 11090	5 lb. 10 oz.	2 gals	11 lb. 4 oz.	4 gals		
Fresh carrots, peeled 1/4" slices 11124	5 lb. 10 oz.	1 gal. 2 cups	11 lb. 4 oz.	2 gals 1 qt.		
Onions, diced 11282	1 lb. 4 oz.	1 qt.	2 lb. 8 oz.	2 qt.		
or						
Frozen mixed Oriental Vegetables	12 lb. 8 oz.	3 gals 2 qt.	25 lb.			5. Sauté sliced carrots in oil for 4 minutes. Add onions, cook for one more minute. Add broccoli and cook for two more minutes. Return to steam table pan. Keep warm.
Vegetable oil 4623	1/2 cup			1 cup		
Skinless, boneless chicken breasts, cut 2"x2" 5063	9 lb.		18 lb.			6. Sauté chicken in oil for 3-5 minutes until no signs of pink remain. Add chicken to vegetables in steamtable pan. Add sauces and mix to coat chicken and vegetables with sauce. Heat to serving temperature.
Raw 5062						

Appendix B: Demonstration

Adding Recipes to the Local Database

Spaghetti Sauce

Spaghetti Sauce	Portion: 6 fl. oz. sauce			
	Weight	Measure	Weight	Measure
Ingredients	100 servings		_____ Servings	
Ground beef 13314	4 5 lbs			
Ground turkey 5306	4.5 lbs			
Tomatoes, crushed 11966		1 5 #10		
Tomato paste 11541		1 5 #10		
Onion, dehydrated 11284		2 cups		
Salt 2047		1/4 cup		
Italian seasoning 2027		1/2 cup		
Basil 2003		1/4 cup		
Garlic powder 2020		3/8 cup		
Pepper 2030		1 Tbs.		
Instructions				
1. Brown and drain meats. Put meat back in pot.				
2. Add tomatoes, paste and onion. Add water to desired consistency. Final volume = 4 2/3 gal.				
Mix all dry seasonings before adding to sauce. Any seasonings may be increased except salt.				
If tomatoes are sour, add 1 Tbs. sugar per 100 servings.				

Appendix C: Demonstration

Create Recipes for Purchased Foods

Chicken Nuggets

The food manufacturer is required to submit a nutrient analysis of a food product based on an **“As Purchased”** basis when the food product requires further preparation. Cooking methods and ingredients added may vary greatly depending upon each school district’s preferences. Therefore, each CNP must develop a standardized recipe for the ingredients and preparation methods to be used.

In this example, the Feathers Chicken Nuggets are provided with instructions to bake in the oven or fry in oil. Many types of oil or shortening could be used, as shown:

<u>School</u>	<u>Product</u>	<u>Ingredients Added</u>
A	Chicken Nuggets	Baked
B	Chicken Nuggets	Fried in soybean oil

You can guess how the nutrient analysis of this chicken product can vary depending upon ingredients added. Therefore, you will need to create a recipe for these chicken nuggets based upon the ingredients that you would use to prepare them in your school district.

Recipe A – Category: Main Dish

Feathers Chicken Nuggets	20 lbs
--------------------------	--------

Note: Refer to the manufacturer’s data submission form for the fat and moisture changes and the weight of a serving. If the manufacturer has not provided this information, use the information provided in Appendix E, Lesson 8.

Bake nuggets at 400° F in a convection oven for 13 minutes.

Recipe B – Category: Main Dish

Feathers Chicken Nuggets	20 lbs
--------------------------	--------

Fry nuggets in soybean oil at 370° F for 8 minutes.

Note: Refer to the moisture/fat change charge chart in Appendix E, Lesson 8, for the amount of fat absorbed and moisture lost or gained. Calculate the weight of a serving based on 4 oz. raw chicken nuggets.

Appendix C: Demonstration

Create Recipes for Purchased Foods

Cake Mix

The food manufacturer is required to submit a nutrient analysis of a food product based on an “As Purchased” basis when the food product requires further preparation. Cooking methods and ingredients added may vary greatly depending upon each school district’s preferences. Therefore, each CNP must develop a standardized recipe for the ingredients and preparation methods to be used.

A product such as Baker Cake Mix may be provided with instructions to add milk, eggs and oil. Several types of milk, eggs and oil may be added, for example:

School	Product	Ingredients Added
A	Cake Mix	Whole Milk, Whole Eggs, Soybean Oil
B	Cake Mix	Lowfat Milk, Frozen Eggs, Melted Butter

You can guess how the nutrient analysis of this cake product can vary depending upon ingredients added. Therefore, you will need to create a recipe for this cake mix based upon the ingredients that you would use to prepare the cake in your school district.

Recipe A – Category: Dessert Recipes

1077	Whole Milk	1 qt. plus 2 cups
1123	Whole Eggs	5
4044	Soybean Oil	1 cup
	Cake, dry mix	5 lbs

Recipe B – Category: Dessert Recipes

1082	Lowfat Milk (1%)	1 qt. plus 2 cups
1123	Frozen Eggs	1/2 cup
1001	Melted Butter	1 cup
	Cake, dry mix	5 lbs

Note: Check the moisture/fat change chart and the data submission form in Appendix E, Lesson 8, to obtain the information on serving size weights.

Appendix D: Demonstration

Theme Bars

NuMenus and weighted nutrient analysis allow for the use of various theme bars in menu planning. If the school district offers theme bars on the menu, the nutrient analyses of the bars can be stored as **recipes** in the database. This allows the school district to analyze each theme bar only once. The theme bar would only have to be reanalyzed when the ingredients change.

The method for calculating the nutrient analysis of theme bars is the same method used for completing a nutrient analysis of a recipe.

Plan the theme bars which will be used for each age group. There should be several variations of theme bars included in the database. This salad bar is served as the main course.

Salad Bar

Feeding Figure: 150

Item Number	Food Code	Menu Item	Quantity	Unit of Measure
1	11252	Lettuce, Iceberg	14	Pound
2	11529	Tomato, raw, red	10	Pound
3	11205	Cucumber, raw, with peel	5	Pound
4	11124	Carrots, raw, shredded	5	Pound
5	11260	Mushrooms, raw, sliced	4	Pound
6	5287	Turkey Ham	14	Pound
7	9240	Sliced Peaches, USDA	9	Quart
8	4142	Diet French Dressing	2	Gallon
9	18429	Crackers, Wheat	700	Each

Appendix D: Demonstration

Theme Bars

Pasta Bar

Feeding Figure: 100

Item Number	Food Code	Menu Item	Quantity	Unit of Measure
1	20321	Spaghetti, cooked	2	Gallon
2	20100	Rigatoni	1	Pound
3	18029	French Bread/roll, 2 oz. each	90	Servings
4		Spaghetti Sauce from recipe	100	Servings
5	1009	Cheddar Cheese	4	Pound
6	11291	Onion, green, chopped	3	Pound
7	09193	Olive, chopped	1	#10 can
8	11529	Tomato, chopped	3	Pound
9	9256	Pears, canned	4	3 #10 can
10	11252	Lettuce, chopped	3	Pound
11	4142	Salad Dressing, diet French	1	Quart
12	51037	Salad Dressing, Italian	3	Quart
13	50165	Cheese Sauce	20	Servings
14	9003	Apples, whole	50	Each
15	1077	Milk, whole	25	Cup
16	1082	Milk, lowfat (1%)	50	Cup
17	1085	Milk, skim	10	Cup
18	1104	Chocolate Milk (1%)	10	Cup
19	1001	Butter, whipped	1	Pound

Appendix E: Computer Exercise

Add These Recipes to the Local Database

Coleslaw

File No. F-5

Ingredients	Serving		Directions
	100- No. 16 scoop		
Cabbage, shredded 11109	14 lbs EP		1. Combine ingredients for dressing. Toss dressing into cabbage.
Dressing			
Mayonnaise 4025	1 qt.		
Sugar 19335	1 cup		
Vinegar 4025	1 3/4 cups		
Salt 2047	2 tsp.		
Pepper, white 2032	3/4 cup		
Dehydrated onion 11284	1/4 cup		
Pineapple coleslaw			
Add: Crushed pineapple, drained 9349	1 no. 10		

Appendix E: Computer Exercise

Create Recipes for Purchased Foods

Fish Sticks

The food manufacturer is required to submit a nutrient analysis of a food product based on an **"As Purchased"** basis when the food product requires further preparation. Cooking methods and ingredients added may vary greatly depending upon each school district's preferences. Therefore, each CNP must develop a standardized recipe for the ingredients and preparation methods to be used.

In this example, the Krunchy Lite Pollock Fish Sticks are provided with instructions to bake in the oven or fry in oil. Many types of oil or shortening could be used, as shown:

<u>School</u>	<u>Product</u>	<u>Ingredients Added</u>
A	Fish Sticks	Baked
B	Fish Sticks	Fried in soybean oil

You can guess how the nutrient analysis of this fish product can vary depending upon ingredients added. Therefore, you will need to create a recipe for these fish sticks based upon the ingredients that you would use to prepare them in your school district.

Recipe A – Category: Main Dish

Krunchy Lite Pollock Fish Sticks	10 lbs
----------------------------------	--------

Note: Refer to the manufacturer's data submission form for the fat and moisture changes and the weight of a serving.*

Bake sticks at 425° F in a convection oven for 15 minutes.

Recipe B – Category: Main Dish

Krunchy Lite Pollock Fish Sticks	10 lbs
----------------------------------	--------

Soybean Oil	___ lbs
-------------	---------

Fry sticks in soybean oil at 400° F for 6 minutes.

*Note: Refer to the moisture/fat change chart in Appendix E, Lesson 8, for the amount of fat absorbed and moisture lost or gained. Calculate the weight of a serving based on 4 oz. raw fish sticks.

Appendix E: Computer Exercise

Create Recipes for Purchased Foods

Muffin Mix

The food manufacturer is required to submit a nutrient analysis of a food product based on an **“As Purchased”** basis when the food product requires further preparation. Cooking methods and ingredients added may vary greatly depending upon each school district's preferences. Therefore, each CNP must develop a standardized recipe for the ingredients and preparation methods to be used.

A product such as Baker Basic Muffin Mix may be provided with instructions to add milk, eggs and oil. Several types of milk, eggs and oil may be added, for example:

School	Product	Ingredients Added
A	Muffin Mix	Whole Milk, Whole Eggs, Soybean Oil
B	Muffin Mix	Lowfat Milk, Frozen Eggs, Oil and Applesauce

You can guess how the nutrient analysis of this muffin product can vary depending upon the ingredients added. Therefore, you will need to create a recipe for this muffin mix based upon the ingredients that you would use to prepare the muffin in your school district.

Recipe A – Category: Bread

1077	Whole Milk	2 cups
1123	Whole Eggs	2
4044	Soybean Oil*	1 cup
	Muffin Mix	5 lbs

Recipe B – Category: Bread

1082	Lowfat Milk (1%)	1 qt. plus 2 cups
1123	Frozen Eggs	1/4 cup
4044	Soybean Oil*	1/2 cup
	Applesauce	1/2 cup
	Muffin Mix	5 lbs

*Note: Check the moisture/fat change chart in Appendix E, Lesson 8 and the data submission form to obtain the information on serving size weights.

Appendix E: Computer Exercise

Theme Bars

Potato Bar

Feeding Figure: 100

Item Number	Food Code	Menu Item	Quantity	Unit of Measure
1	11674	Potato, baker, 100's, AP	50	Pound
2	11291	Onion, green, chopped	3	Pound
3	09193	Olive, chopped	3	Quart
4	11529	Tomato, diced, raw	5	Pound
9	51241	Picante Sauce	2	Quart
8	16389	Peanut granules	2	Pound
7	1179	Sour cream, light	1	Pound
8	1001	Whipped butter	1	Pound
9	50029	Roll or bread, 2 oz., wheat	125	Each
10		Spaghetti Sauce from recipe	50	Serving
11	50097	Chili/Beans	6	Quart
12	51242	Nacho Sauce	6	Quart
13	1082	Milk, lowfat (1%)	25	Cup
14	1085	Milk, skim	5	Cup
15	1104	Chocolate Milk (1%)	25	Cup
16	1077	Milk, whole	25	Cup
17	50225	Cookie, oatmeal, 1 oz.	100	Each

Appendix F: Demonstration

NuMenus Lunch Menu

Nutrient Standard – Ages 7-10

By using the computer software's ability to create any requested RDA age grouping, determine the lunch meal RDA Nutrient Standard for the nutrients and dietary components for ages 7-10.

Use this sample site to analyze the NuMenus lunch and breakfast menus to follow:

Uptown Elementary School

3535 Main Street

Uptown, BX 2345

Manager: Sharon Brown

Phone: (777) 888-9999

Site #: 1001

Appendix F: Demonstration

NuMenus Lunch Menu

This weekly lunch menu has been planned for Site 1001, Uptown Elementary, Ages 7-10. The menus are reflective of Offer versus Serve. Therefore, the projected servings of each item may or may not equal the total feeding figure. Projected servings do not include à la carte sales.

Lunch Menu	Day 1	Feeding Figure - 1,000	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	12692	Peanut Butter, USDA	2 Tbs.	350
8	19300	Jelly	1 Tbs.	350
3	18064	Wheat Bread	2 slice	350
		Tuna Sandwich, made with		
4	15121	Tuna, USDA	2 oz.	500
8	4026	Mayonnaise	1 Tbs.	500
6	11252	Lettuce	1 Leaf	500
7	11529	Tomato, raw, red	1 oz.	500
8	18351	Mixed Grain bun	1 each	500
8	9269	Pineapple Tidbits	1/2 cup	400
10	50167	Chicken Soup	8 fl. oz.	400
11	1077	Whole Milk	1 cup	25
12	1082	Lowfat Milk (1%)	1 cup	50
13	1085	Skim Milk	1 cup	25
14	1104	Chocolate Milk (1%)	1 cup	900

Lunch Menu	Day 2	Feeding Figure - 1,000	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	5278	Hot Dog, Chicken	1 frankfurter	250

2	18350	Bun	1 each	250
3	13313	Hamburger, baked, 20% fat	2 oz.	750
4	11252	Lettuce and	1/2 oz.	750
5	11529	Tomato on	1 oz.	750
6	18350	Bun	1 each	750
4	11935	Catsup Packet (1 Packet = 9 g)	9 grams	2400
2	11403	Oven Baked French Fries	2 oz.	800
9	50126	Coleslaw	1/2 cup	200
14	9003	Fresh Apple, 4 per pound	1 each	500
11	9256	Canned Pears, USDA	1/2 cup	500
12	50052	Cookie, Oatmeal	1	900
13	1077	Whole Milk	1 cup	25
14	1082	Lowfat Milk (1%)	1 cup	50
15	1085	Skim Milk	1 cup	25
16	1104	Chocolate Milk (1%)	1 cup	900

Lunch Menu	Day 3	Feeding Figure - 1,000	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	10136	Baked Ham with	2 oz.	600
2	9268	Pineapple Ring	1/4 cup	600
3	20345	Steamed Rice	1/2 cup	600
4	11061	Green Beans, frozen, cooked	1/2 cup	600
6	18025	Roll	1 oz.	600
		Chef's Salad, made with		
6	5296	Turkey Roast, cooked, USDA	1/2 oz.	400
4	1042	Cheese, American	1/2 oz.	400
4	1129	Hard Boiled Egg	1/2 egg	400
9	10136	Ham	1/2 oz.	400
10	11252	Lettuce Bed	1/2 cup	400

11	11529	Tomato Wedge	1/8 cup	400
12	4114	Italian Salad Dressing	1 fl. oz.	400
13	18235	Crackers, wheat	1 each	1600
14	1077	Whole Milk	1 cup	25
15	1082	Lowfat Milk (1%)	1 cup	50
16	1085	Skim Milk	1 cup	25
17	1104	Chocolate Milk (1%)	1 cup	900

Lunch Menu	Day 4	Feeding Figure - 1,000	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	50146	Stromboli w/Tomato	1 serving	700
2	50124	Chicken Salad with	2 oz.	300
9	11252	Lettuce and	1/2 oz.	300
8	11529	Tomato on	1 oz.	300
5	18350	Bun	1 each	300
		Tossed Salad, made with		
5	11252	Lettuce	1/4 cup	500
7	11529	Tomato	1/8 cup	500
8	11000	Cucumber, raw	1 oz.	500
9	9026	Apricots, canned, USDA	1/2 cup	800
10	9181	Cantaloupe Wedge	1/2 cup	200
14	1077	Whole Milk	1 cup	25
12	1082	Lowfat Milk (1%)	1 cup	50
13	1085	Skim Milk	1 cup	25
14	1104	Chocolate Milk (1%)	1 cup	300
15	4017	Thousand Island Dressing	2 Tbs.	500

Lunch Menu	Day 5	Feeding Figure - 1,000	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	5069	Baked Chicken Drumstick	3 oz.	500
2	5007	Burrito, bean	1 each	200
3	6178	Salsa	1 Tbs.	200
4	13180	Chicken Stir-Fry	1 serving	300
5	20047	Rice, cooked	1/4 cup	400
6	11095	Broccoli, frozen, cooked	1/4 cup	600
7	9218	Tangerine, 5 per pound	1 each	700
8	18342	Roll	1 oz.	700
9	1077	Whole Milk	1 cup	25
10	1082	Lowfat Milk (1%)	1 cup	50
11	1085	Skim Milk	1 cup	25
12	1104	Chocolate Milk (1%)	1 cup	900

Appendix G: Demonstration

NuMenus Breakfast Menu

This weekly breakfast menu has been planned for Site 1001, Uptown Elementary School, Ages 7-10. The menus are reflective of Offer versus Serve. Therefore, the projected servings may or may not equal the feeding figure. Projected servings do not include à la carte sales.

Breakfast Menu	Day 1	Feeding Figure - 500	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	8020	Corn Flakes Cereal	3/4 oz.	325
2	8035	Golden Grahams Cereal	5/6 oz.	300
9	18065	Wheat Toast	1 slice	250
8	19335	Sugar Packet	1 tsp.	325
5	19300	Jelly	1 Tbs.	250
6	9003	Fresh Apple	1 each	250
7	9240	Sliced Peach Cup	1/2 cup	250
8	1001	Butter	1 tsp.	250
9	1077	Whole Milk	1 cup	25
10	1082	Lowfat Milk (1%)	1 cup	400
11	1085	Skim Milk	1 cup	25
12	1104	Chocolate Milk (1%)	1 cup	50

Breakfast Menu	Day 2	Feeding Figure - 500	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	18002	Toasted Bagel, plain, enriched 3 1/2"	Whole	150
		Cheese Toast, made with		
2	18065	Wheat Toast	1 slice	350
3	1042	Cheese, processed, American	1 oz.	350

4	9101	Fruit Cocktail	1/2 cup	250
5	9040	Petite Banana	1 fruit	250
6	1077	Whole Milk	1 cup	25
7	1082	Lowfat Milk (1%)	1 cup	400
8	1085	Skim Milk	1 cup	25
9	1104	Chocolate Milk (1%)	1 cup	50

Breakfast Menu	Day 3	Feeding Figure - 500	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	18290	Pancakes, purchased, enriched	1	500
2	19129	Syrup	1 Tbs.	500
3	5287	Turkey Ham	1 oz.	500
4	9269	Pineapple Tidbits, USDA	1/2 cup	350
5	1077	Whole Milk	1 cup	25
5	1082	Lowfat Milk (1%)	1 cup	400
7	1085	Skim Milk	1 cup	25
8	1104	Chocolate Milk (1%)	1 cup	50

Breakfast Menu	Day 4	Feeding Figure - 500	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	18274	Blueberry Muffin, purchased	2 oz.	350
2	18285	Bran Muffin, purchased	2 oz.	150
3	8065	Rice Krispies Cereal	3/4 oz.	150
4	8060	Raisin Bran Cereal	7/8 oz.	50
6	9200	Fresh Orange, 4 per pound	1 each	400
6	9402	Applesauce, w/cinnamon	1/2 cup	50
7	1077	Whole Milk	1 cup	25
3	1082	Lowfat Milk (1%)	1 cup	400
9	1085	Skim Milk	1 cup	25
10	1104	Chocolate Milk (1%)	1 cup	50

Breakfast Menu	Day 5	Feeding Figure - 500	Date	Site 1001
Item Number	Food Code	Menu Item	Portion Size	Projected Servings
1	18437	English Muffin	1/2	200
2	18009	Biscuit	1 oz.	300
3	8013	Cheerios Cereal	3/4 oz.	250
4	8156	Puffed Rice Cereal	5/6 oz.	250
5	9252	Fresh Pear, 4 per pound	1 each	100
6	19300	Jelly	1 Tbs.	500
7	1077	Whole Milk	1 cup	25
8	1082	Lowfat Milk (1%)	1 cup	400
9	1085	Skim Milk	1 cup	25
10	1104	Chocolate Milk (1%)	1 cup	50

Appendix H: Computer Exercise

Food Based Menus

Nutrient Standard – Grades 9-12

Using the computer software of your choice, modify the RDA age groupings to make a custom RDA Nutrient Standard for grades 9-12 (ages 14-17).

Use this sample site to analyze the menus to follow:

Urban High School

5656 Park Boulevard

Urbana, FX 45678

Manager: Robert Anderson

Phone: (555) 666-7777

Site #: 300

Appendix H: Computer Exercise

Food Based Menus

This weekly lunch menu has been planned for Site 300, Urban High School, Grades 9-12. The menus are reflective of Offer versus Serve. Therefore, the actual servings of each item may or may not equal the total feeding figure. Actual servings do not include à la carte sales.

Lunch Menu	Day 1	Feeding Figure - 800	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	5350	Chicken Nuggets	4 oz.	200
2	51233	Sweet & Sour Sauce	1 fl. oz.	200
3	50097	Chili Con Carne/Beans	1 svg.	100
4	50112	Pizza with Cheese	1 svg.	500
5	50029	Roll, Wheat	2 oz.	300
6	11057	Beans, Green, heated	1/2 cup	200
7	11399	Potato Puffs	1/2 cup	650
8	11935	Catsup Packet	9 grams	1000
9	9238	Peaches, Canned, juice	1/2 cup	600
10	9252	Pear, Whole	1 each	600
11	50225	Cookie, Oatmeal, new	1 each	600
12	1077	Whole Milk	1 cup	100
13	1082	Lowfat Milk (1%)	1 cup	150
14	1085	Skim Milk	1 cup	75
15	1104	Chocolate Milk (1%)	1 cup	400

Lunch Menu	Day 2	Feeding Figure - 800	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	5296	Turkey Roast	3 oz.	250
2	6125	Gravy	2 fl. oz.	500
3	51242	Nacho Sauce	2 fl. oz.	350
4	16103	Refried Beans	1/2 cup	350
5	19056	Tortilla Pieces	2 oz.	350
8	7022	Hot Dog, beef	2 oz.	200
7	18350	Bun	1	200
8	11744	Broccoli Spears w/Salt	1/2 cup	400
9	50177	Potatoes, Mashed	1/2 cup	400
10	2046	Mustard	5 grams	350
11	9003	Apple	1	400
12	50056	Peach Cobbler	1 svg.	400
10	1077	Whole Milk	1 cup	150
14	1082	Lowfat Milk (1%)	1 cup	150
15	1085	Skim Milk	1 cup	75
16	1104	Chocolate Milk (1%)	1 cup	400

Lunch Menu	Day 3	Feeding Figure - 800	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	50075	Taco, beef	1 svg.	400
2	50099	Country Fried Steak	1 svg.	100
3	50141	Sandwich, BBQ Chicken	1 svg.	300
4	51241	Picante Sauce	1 fl. oz.	300
5	11687	Potato Wedge	1/2 cup	600

6	11124	Carrot Sticks	1/2 cup	200
7	9019	Applesauce	1/2 cup	100
8	9326	Watermelon	1/2 cup	600
9	50013	Bread, Banana	1 svg.	500
10	1077	Whole Milk	1 cup	100
11	1082	Lowfat Milk (1%)	1 cup	150
12	1085	Skim Milk	1 cup	75
13	1104	Chocolate Milk (1%)	1 cup	400

Lunch Menu	Day 4	Feeding Figure - 800	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	50104	Lasagna	1 svg.	200
2	50239	Stir Fry Chicken	1 svg.	200
3	20047	Rice	1/2 cup	200
7	13313	Hamburger Patty	2 oz.	400
5	18351	Bun	1	400
5	11935	Catsup	9 grams	600
7	11252	Lettuce	1/4 cup	350
8	11529	Tomato	1/4 cup	350
9	50126	Coleslaw	1/2 cup	300
10	9200	Orange	1	500
11	50223	Gingerbread	1 svg.	500
12	1077	Whole Milk	1 cup	100
13	1082	Lowfat Milk (1%)	1 cup	150
14	1085	Skim Milk	1 cup	75
15	1104	Chocolate Milk (1%)	1 cup	400

Lunch Menu	Day 5	Feeding Figure - 800	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	50244	Honey Lemon Chicken	2 thighs	300
2	51080	Fish Nuggets	4 oz.	200
3	50131	Taco Salad	1 svg.	300
4	11674	Potato, baked	5 oz.	700
5	11648	Sweet Potatoes	1/2 cup	100
6	1001	Butter	2 tsp.	700
7	9131	Grapes	1/2 cup	300
8	9269	Pineapple	1/2 cup	500
9	50059	Rice Pudding	1 svg.	300
10	1077	Whole Milk	1 cup	100
11	1082	Lowfat Milk (1%)	1 cup	150
12	1085	Skim Milk	1 cup	75
13	1104	Chocolate Milk (1%)	1 cup	400

Appendix H: Computer Exercise

Food Based Menu

This weekly breakfast menu has been planned for Site 300, Urban High School, Grades 9-12. The menus are reflective of Offer versus Serve; therefore, the actual servings may or may not equal the feeding figure. Actual servings do not include à la carte sales.

Breakfast Menu	Day 1	Feeding Figure - 300	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	18006	Bagel, Cinnamon Raisin	1	100
2	1017	Cream Cheese	2 Tbs.	100
3	8121	Oatmeal	1 cup	100
4	18036	Toast, mixed grain	1 slice	100
5	9411	Apple Juice	1/2 cup	250
6	9120	Grapefruit sections	1/2 cup	50
7	19300	Jelly	1 Tbs.	100
8	5021	Burrito, breakfast	1	100
9	1077	Whole Milk	1 cup	50
10	1082	Lowfat Milk (1%)	1 cup	150
11	1085	Skim Milk	1 cup	100

Breakfast Menu	Day 2	Feeding Figure - 300	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	50201	Muffin Square, Oatmeal	1 svg.	200
2	8065	Rice Krispies Cereal	1 oz.	100
3	18048	Toast, Raisin	1 slice	100
4	1001	Butter	1 tsp.	100

5	1132	Scrambled egg	1	200
6	9215	Orange Juice	1/2 cup	200
7	9040	Banana, large	1	100
8	1077	Whole Milk	1 cup	50
9	1082	Lowfat Milk (1%)	1 cup	150
10	1085	Skim Milk	1 cup	100

Breakfast Menu	Day 3	Feeding Figure - 300	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	50009	Biscuits, Cheese	2	50
2	50212	French Toast Strips	1 svg.	150
3	19129	Syrup, pancake	1 fl. oz.	150
4	51362	Sandwich, egg, ham & cheese	1	150
6	11391	Hash Brown Wedge	1/2 cup	250
6	9181	Cantaloupe, raw	1/2 cup	50
7	1077	Whole Milk	1 cup	50
8	1082	Lowfat Milk (1%)	1 cup	150
9	1085	Skim Milk	1 cup	100

Breakfast Menu	Day 4	Feeding Figure - 300	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	50017	Cinnamon Roll	1	200
2	8093	Grits, plain	1 cup	100
3	18065	Toast, Wheat	1 slice	100
4	19300	Jelly	1 Tbs.	100
5	1129	Egg, hard cooked	1	200

6	9026	Apricots, canned	1/2 cup	150
7	9137	Grape Juice	1/2 cup	200
8	1082	Lowfat Milk (1%)	1 cup	150
8	1085	Skim Milk	1 cup	100
10	1077	Whole Milk	1 cup	50

Breakfast Menu	Day 5	Feeding Figure - 300	Date	Site 300
Item Number	Food Code	Menu Item	Portion Size	Actual Servings
1	50024	Pancakes	1 svg.	100
8	19129	Syrup	1 fl. oz.	100
8	18440	English Muffin	1	200
7	10802	Ham	1 oz.	200
5	1042	Cheese	1/2 oz.	200
6	8031	Frosted Mini Wheats Cereal	1 oz.	200
7	9298	Raisins	3 oz.	100
8	9019	Applesauce	1/2 cup	100
8	1082	Lowfat Milk (1%)	1 cup	150
10	1085	Skim Milk	1 cup	100
11	1077	Whole Milk	1 cup	50

Appendix I: Worksheet

Calculating the Nutrient Value of a Combined Breakfast And Lunch Using the Weighted Nutrient Analysis Procedure for NuMenus

1. Specify age/grade grouping _____.
2. Specify the breakfast and lunch RDA Nutrient Standards for the specific grade or age category.

	Breakfast	Lunch		Breakfast	Lunch
Calories	_____	_____	Vitamin A	_____	_____
Protein	_____	_____	Vitamin C	_____	_____
Calcium	_____	_____	Fat	_____	_____
Iron	_____	_____	Saturated Fat	_____	_____

3. Specify TOTAL feeding figures for reimbursable meals for the week of analysis.

Breakfast (B) _____ Lunch (L) _____

4. Determine reimbursable meal participation percentages (%).

$$\frac{B}{B+L} \times 100 = \text{____\% (Breakfast)} \quad \frac{L}{B+L} \times 100 = \text{____\% (Lunch)}$$

5. Multiply each RDA Nutrient Standard for breakfast and lunch by the meal participation percentage from Step 4 to develop the weighted Nutrient Standard.

Breakfast

Calories	_____	X	_____	% =	_____
Protein	_____	X	_____	% =	_____
Calcium	_____	X	_____	% =	_____
Iron	_____	X	_____	% =	_____
Vit. A	_____	X	_____	% =	_____
Vit. C	_____	X	_____	% =	_____
Fat	_____	X	_____	% =	_____
Sat. Fat	_____	X	_____	% =	_____

Lunch

Calories	_____	X	_____	% =	_____
Protein	_____	X	_____	% =	_____
Calcium	_____	X	_____	% =	_____
Iron	_____	X	_____	% =	_____
Vit. A	_____	X	_____	% =	_____
Vit. C	_____	X	_____	% =	_____
Fat	_____	X	_____	% =	_____
Sat. Fat	_____	X	_____	% =	_____

Add the weighted breakfast and lunch RDA Nutrient Standard figures for each nutrient to develop the combined weighted Nutrient Standard.

	B		L		Total		B		L		Total
Calories	_____	+	_____	=	_____	Vitamin A	_____	+	_____	=	_____
Protein	_____	+	_____	=	_____	Vitamin C	_____	+	_____	=	_____
Calcium	_____	+	_____	=	_____	Fat	_____	+	_____	=	_____
Iron	_____	+	_____	=	_____	Sat. Fat	_____	+	_____	=	_____

7. Perform a computer nutrient analysis of the weighted breakfast and lunch menu using weighted analysis and list below.

	Breakfast	Lunch		Breakfast	Lunch
Calories	_____	_____	Vitamin A	_____	_____
Protein	_____	_____	Vitamin C	_____	_____
Calcium	_____	_____	Fat	_____	_____
Iron	_____	_____	Saturated Fat	_____	_____

8. Multiply each nutrient value from Step 7 for the breakfast and lunch menu by meal participation percentages from Step 4 (same participation percentage as Step 5).

Breakfast				Lunch			
Calories	_____	X	_____ % = _____	Calories	_____	X	_____ % = _____
Protein	_____	X	_____ % = _____	Protein	_____	X	_____ % = _____
Calcium	_____	X	_____ % = _____	Calcium	_____	X	_____ % = _____
Iron	_____	X	_____ % = _____	Iron	_____	X	_____ % = _____
Vit. A	_____	X	_____ % = _____	Vit. A	_____	X	_____ % = _____
Vit. C	_____	X	_____ % = _____	Vit. C	_____	X	_____ % = _____
Fat	_____	X	_____ % = _____	Fat	_____	X	_____ % = _____
Sat. Fat	_____	X	_____ % = _____	Sat. Fat	_____	X	_____ % = _____

9. Add the weighted breakfast and lunch menu figures for each nutrient to develop the combined weighted nutrient values.

	B		L		Total		B		L		Total
Calories	_____	+	_____	=	_____	Vitamin A	_____	+	_____	=	_____
Protein	_____	+	_____	=	_____	Vitamin C	_____	+	_____	=	_____
Calcium	_____	+	_____	=	_____	Fat	_____	+	_____	=	_____
Iron	_____	+	_____	=	_____	Sat. Fat	_____	+	_____	=	_____

10. Compare the combined weighted nutrient analysis of a breakfast and lunch meal to the combined weighted RDA standard for a breakfast and lunch. Evaluate and adjust menus as needed.

Weighted RDA Standard

Calories	_____
Protein	_____
Calcium	_____
Iron	_____
Vit. A	_____
Vit. C	_____
Fat	_____
Sat. Fat	_____

Weighted Meal Analysis

Calories	_____
Protein	_____
Calcium	_____
Iron	_____
Vit. A	_____
Vit. C	_____
Fat	_____
Sat. Fat	_____

Appendix J: Activity

Combined Analysis of Breakfast and Lunch

Using the analysis of the lunch menu in Appendix F and the breakfast menu in Appendix G, do a combined weighted analysis of breakfast and lunch.

Appendix K: Nutrient Standard Menu Planning

Checklist for Accurate Computer Analysis

District _____

Menu Planned _____

Dates _____

Checklist Completed by _____

	Yes	No	Notes
Daily Menu Entry: Compare to printed menu and menu production worksheets.			
1. The menu entered is the same as the menu planned.			
• All planned menu items are entered.			
• All standard menu items for all meals are entered, e.g., milk.			
• All reasonable condiments are entered, e.g., mustard, salad dressing.			
• Only foods of minimal nutritional value (FMNV) that are part of a menu item have been entered			
2. The correct item has been selected from the database.			
• Cooked weight/serving size OR ready-to-cook weight/serving size was selected correctly.			
• Correct cooking method was selected.			
• Correct form of item was selected, e.g., fresh, frozen, or canned.			
• Correct packing medium was selected, e.g., canned in juice or light syrup; frozen with added sugar or plain.			
• Purchased product selected matches item planned and has been added to database.			
• Standardized recipe selected is the one planned and has been added to the database.			
3. The appropriate measurement was used.			
• Fluid ounces (fl. oz.) are not confused with weight ounces (oz.).			
• Serving sizes entered match sizes planned, recipe yields and vendor products.			
• Serving sizes reflect edible portion per USDA's Buying Guide.			
Planners: Complete Daily Menu Entry Checklist before going on to Weekly Average Printout Checklist.			

Appendix K: Nutrient Standard Menu Planning

Checklist for Accurate Computer Analysis (continued)

	Yes	No	Notes
Weekly Average Printout Review:			
1. The correct grade/age grouping was selected.			
2. The correct nutrients were selected for analysis.			
<ul style="list-style-type: none"> All nutrients for menu accountability were selected (KCAL, Protein, Calcium, Iron, Vitamins A, C, Fat, Saturated Fat). Other nutrients were selected for analysis (Cholesterol, Sodium, Dietary Fiber and Carbohydrate) plus optional nutrients as desired. 			
3. The analysis meets the nutrient standards/targets.			
<ul style="list-style-type: none"> A percent nutrient-to-standard is listed for each nutrient (If not, calculate it) All standards are met <u>OR</u> are within acceptable tolerance level. Percent of calories from fat and saturated fat meets the standard <u>OR</u> is within acceptable tolerance level. 			
4. The weekly average is within normal range.			
<ul style="list-style-type: none"> There are no gross errors - high or low. The analysis is comparable to similar week's analysis. 			
Nutrition Specialists: If there are errors in number 4, check the recipe and vendor analysis.			

Appendix K: Nutrient Standard Menu Planning

Checklist for Accurate Computer Analysis (continued)

	Yes	No	Notes
Recipe Review: Use standardized recipes.			
1. The recipe is standardized.			
• The recipe has been checked for yield.			
• The recipe is as the production unit will use it.			
• All usual and expected ingredients are listed.			
• Correct type of measure and amount is entered.			
2. Cooked weight <u>QR</u> serving size (or ready-to-cook if available) is used.			
3. The results are reasonable			
• There are no gross errors - high or low.			
• The analysis is comparable to similar recipes in the database.			
Nutrition Specialists: If there are errors in number 4, check the recipe and vendor analysis.			
Vendor Analysis Review: Use certified vendor product analysis.			
1. The portion entered is the same as the portion provided in the analysis.			
2. Cooked weight <u>QR</u> serving size (or ready-to-cook if available) is used.			
• There are no gross errors - high or low, <u>QR</u> nutrients listed which are not usually associated with the food item (i.e., fiber in meat).			
• The analysis is comparable to similar products in the database.			
• Conversion of figures from milligrams (mg) to grams (g) has been made correctly.			
• Conversion of figures on nutrition labels has been completed using the software.			

Appendix A		Appendix B		Appendix C	
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
109	110	111	112	113	114
115	116	117	118	119	120
121	122	123	124	125	126
127	128	129	130	131	132
133	134	135	136	137	138
139	140	141	142	143	144
145	146	147	148	149	150
151	152	153	154	155	156
157	158	159	160	161	162
163	164	165	166	167	168
169	170	171	172	173	174
175	176	177	178	179	180
181	182	183	184	185	186
187	188	189	190	191	192
193	194	195	196	197	198
199	200	201	202	203	204
205	206	207	208	209	210
211	212	213	214	215	216
217	218	219	220	221	222
223	224	225	226	227	228
229	230	231	232	233	234
235	236	237	238	239	240
241	242	243	244	245	246
247	248	249	250	251	252
253	254	255	256	257	258
259	260	261	262	263	264
265	266	267	268	269	270
271	272	273	274	275	276
277	278	279	280	281	282
283	284	285	286	287	288
289	290	291	292	293	294
295	296	297	298	299	300
301	302	303	304	305	306
307	308	309	310	311	312
313	314	315	316	317	318
319	320	321	322	323	324
325	326	327	328	329	330
331	332	333	334	335	336
337	338	339	340	341	342
343	344	345	346	347	348
349	350	351	352	353	354
355	356	357	358	359	360
361	362	363	364	365	366
367	368	369	370	371	372
373	374	375	376	377	378
379	380	381	382	383	384
385	386	387	388	389	390
391	392	393	394	395	396
397	398	399	400	401	402
403	404	405	406	407	408
409	410	411	412	413	414
415	416	417	418	419	420
421	422	423	424	425	426
427	428	429	430	431	432
433	434	435	436	437	438
439	440	441	442	443	444
445	446	447	448	449	450
451	452	453	454	455	456
457	458	459	460	461	462
463	464	465	466	467	468
469	470	471	472	473	474
475	476	477	478	479	480
481	482	483	484	485	486
487	488	489	490	491	492
493	494	495	496	497	498
499	500	501	502	503	504
505	506	507	508	509	510
511	512	513	514	515	516
517	518	519	520	521	522
523	524	525	526	527	528
529	530	531	532	533	534
535	536	537	538	539	540
541	542	543	544	545	546
547	548	549	550	551	552
553	554	555	556	557	558
559	560	561	562	563	564
565	566	567	568	569	570
571	572	573	574	575	576
577	578	579	580	581	582
583	584	585	586	587	588
589	590	591	592	593	594
595	596	597	598	599	600
601	602	603	604	605	606
607	608	609	610	611	612
613	614	615	616	617	618
619	620	621	622	623	624
625	626	627	628	629	630
631	632	633	634	635	636
637	638	639	640	641	642
643	644	645	646	647	648
649	650	651	652	653	654
655	656	657	658	659	660
661	662	663	664	665	666
667	668	669	670	671	672
673	674	675	676	677	678
679	680	681	682	683	684
685	686	687	688	689	690
691	692	693	694	695	696
697	698	699	700	701	702
703	704	705	706	707	708
709	710	711	712	713	714
715	716	717	718	719	720
721	722	723	724	725	726
727	728	729	730	731	732
733	734	735	736	737	738
739	740	741	742	743	744
745	746	747	748	749	750
751	752	753	754	755	756
757	758	759	760	761	762
763	764	765	766	767	768
769	770	771	772	773	774
775	776	777	778	779	780
781	782	783	784	785	786
787	788	789	790	791	792
793	794	795	796	797	798
799	800	801	802	803	804
805	806	807	808	809	810
811	812	813	814	815	816
817	818	819	820	821	822
823	824	825	826	827	828
829	830	831	832	833	834
835	836	837	838	839	840
841	842	843	844	845	846
847	848	849	850	851	852
853	854	855	856	857	858
859	860	861	862	863	864
865	866	867	868	869	870
871	872	873	874	875	876
877	878	879	880	881	882
883	884	885	886	887	888
889	890	891	892	893	894
895	896	897	898	899	900
901	902	903	904	905	906
907	908	909	910	911	912
913	914	915	916	917	918
919	920	921	922	923	924
925	926	927	928	929	930
931	932	933	934	935	936
937	938	939	940	941	942
943	944	945	946	947	948
949	950	951	952	953	954
955	956	957	958	959	960
961	962	963	964	965	966
967	968	969	970	971	972
973	974	975	976	977	978
979	980	981	982	983	984
985	986	987	988	989	990
991	992	993	994	995	996
997	998	999	1000	1001	1002
1003	1004	1005	1006	1007	1008
1009	1010	1011	1012	1013	1014
1015	1016	1017	1018	1019	1020
1021	1022	1023	1024	1025	1026
1027	1028	1029	1030	1031	1032
1033	1034	1035	1036	1037	1038
1039	1040	1041	1042	1043	1044
1045	1046	1047	1048	1049	1050
1051	1052	1053	1054	1055	1056
1057	1058	1059	1060	1061	1062
1063	1064	1065	1066	1067	1068
1069	1070	1071	1072	1073	1074
1075	1076	1077	1078	1079	1080
1081	1082	1083	1084	1085	1086
1087	1088	1089	1090	1091	1092
1093	1094	1095	1096	1097	1098
1099	1100	1101	1102	1103	1104
1105	1106	1107	1108	1109	1110
1111	1112	1113	1114	1115	1116
1117	1118	1119	1120	1121	1122
1123	1124	1125	1126	1127	1128
1129	1130	1131	1132	1133	1134
1135	1136	1137	1138	1139	1140
1141	1142	1143	1144	1145	1146
1147	1148	1149	1150	1151	1152
1153	1154	1155	1156	1157	1158
1159	1160	1161	1162	1163	1164
1165	1166	1167	1168	1169	1170
1171	1172	1173	1174	1175	1176
1177	1178	1179	1180	1181	1182
1183	1184	1185	1186	1187	1188
1189	1190	1191	1192	1193	1194
1195	1196	1197	1198	1199	1200
1201	1202	1203	1204	1205	1206
1207	1208	1209	1210	1211	1212
1213	1214	1215	1216	1217	1218
1219	1220	1221	1222	1223	1224
1225	1226	1227	1228	1229	1230
1231	1232	1233	1234	1235	1236
1237	1238	1239	1240	1241	1242
1243	1244	1245	1246	1247	1248
1249	1250	1251	1252	1253	1254
1255	1256	1257	1258	1259	1260
1261	1262	1263	1264	1265	1266
1267	1268	1269	1270	1271	1272
1273	1274	1275	1276	1277	1278
1279	1280	1281	1282	1283	1284
1285	1286	1287	1288	1289	1290
1291	1292	1293	1294	1295	1296
1297	1298	1299	1300	1301	1302
1303	1304	1305	1306	1307	1308
1309	1310	1311	1312	1313	1314
1315	1316	1317	1318	1319	1320
1321	1322	1323	1324	1325	1326
1327	1328	1329	1330	1331	1332
1333	1334	1335	1336	1337	1338
1339	1340	1341	1342	1343	1344
1345	1346	1347	1348	1349	1350
1351	1352	1353	1354	1355	1356
1357	1358	1359	1360	1361	1362
1363	1364	1365	1366	1367	1368
1369	1370	1371	1372	1373	1374
1375	1376	1377	1378	1379	1380
138					

Appendix L: Instructor Outline

Lesson 9: Nutrient Analysis

Lesson Time

Approximately 2 1/2 hours

Equipment

- ✓ Slide projector
- ✓ 3 screens
- ✓ Overhead projector
- ✓ Computer

Materials

- ✓ Slides
- ✓ Transparencies:
 - T-1 Activity – Appendix A: Recipe Variations
 - T-2 Activity – Appendix I: Worksheet for Combined Analysis of Breakfast and Lunch
- ✓ Activity – Appendix J: Combined Analysis of Breakfast and Lunch

Lesson Plan Outline

1. Interest Building Strategy/Set
 - a) In Lesson 7: ABCs of Menu Planning, you planned menus that you **think** will be healthy and meet the nutrition goals for healthy meals. You considered all of the Dietary Guidelines for Americans and the menu planning ABCs. But how do you know whether your menu meets the Nutrient Standards?
2. Review Competencies
3. Purpose
 - a) The purpose of this lesson is to show you how a nutrient analysis of recipes and menus is done. For those selecting NuMenus, you must be able to do the analysis accurately yourself. For those selecting Assisted NuMenus, you must understand well enough to confirm the work of your outside consultant. For those selecting Food Based Menus, you will want to understand well enough to follow the analysis and findings of the reviewing state agency.
4. Transfer
 - a) None
5. Instruction
 - a) Review recipe nutrient analysis capabilities.
 - i) USDA quantity recipes, especially variations.
 - b) Discuss the process of adding a recipe to the local database for nutrient analysis.
 - i) Steps to create a recipe:
 - a) Review products not in NNDCNP or local database.
 - b) Enter new recipes and processed foods into local database (save).
 - c) Serving recipe yield.
 - d) Serving size.
 - e) Serving description.
 - f) "Look-up" food ingredients.
 - g) Use Yield Factor method.
 - h) Enter preparation directions.
 - i) Save recipe to local database.
 - j) Complete a nutrient analysis.
 - k) Provide disclosure.
 - l) Activity: Review with a partner and then name the ten steps to create a recipe.

- c) Steps to create a recipe variations.
 - i) Follow the same steps as above, but name and save it as a new recipe.
 - ii) Demonstration: Appendix A: Add Beef Stir-Fry Variation as a new recipe.
- d) Demonstration: Appendix B: Add Spaghetti Sauce recipe to the local database.
- e) Demonstration – Appendix C: Create Recipes for Purchased Foods.
 - i) Demonstrate on the computer the steps to create recipes in the local database for:
 - a) Chicken nuggets
 - b) Cake mix
- f) Demonstration – Appendix D: Creating a Theme Bar Recipe for NuMenus.
 - i) Demonstrate on the computer the steps to create recipes for:
 - a) Salad Bar
 - b) Pasta Bar
- g) Caution participants about the common errors in data entry of menus.
- h) Review weighted nutrient analysis rationale.
- i) Process Approach to Menu Planning
 - i) Enter specific menu plan.
 - ii) Perform nutrient analysis of menus to obtain weekly averages and compliance to the Nutrient Standard.
 - iii) Evaluate and update menu plan to achieve the Nutrient Standard goals.
 - iv) Print menu plan reports.
- j) Review entering menu plans for nutrient analysis and compliance to nutrient standards.
 - i) Demonstration: Appendix F: NuMenus Lunch Menu
 - ii) Demonstration: Appendix G: NuMenus Breakfast
- k) Discuss key steps to modifying menus using the concepts of:
 - i) Plan menu
 - ii) Purchasing
 - iii) Modifying recipes and preparation techniques
 - iv) Getting students to consume the meals
- l) Discuss how to adjust for future menus.
 - i) Adjust production figures

- ii) Evaluate the nutrient analysis
 - iii) Modify current menus and products
 - iv) Introduce new menus and products
 - v) Encourage healthy choices
- m) Discuss the combined weighted breakfast and lunch analysis and how to compare it to an adjusted Nutrient Standard.
 - i) Adjust projected servings
 - ii) Evaluate nutrient analysis
 - iii) Modify current menus and products
 - iv) Introduce new menu items and products
 - v) Encourage healthy choices
 - vi) Activity – Appendix J: Combined Analysis of Breakfast and Lunch
- 6. Guided Practice
 - a) Various demonstrations
 - b) Activity - Appendix I: Combined Analysis of Breakfast and Lunch
- 7. Individual Practice
 - a) Optional computer exercises for recipes, Appendix E.
 - b) Optional computer exercises for menus, Appendix H.
- 8. Closure
 - a) This lesson was only an introduction to nutrient analysis. To become an expert, you need specific training on your selected USDA-approved software and lots of practice!
 - b) Review competencies.

9. Back on the Job...

- a) An accurate analysis is critical to the success of NuMenus and Assisted NuMenus. It will also be important in determining how well your Food Based Menus meet the nutrition goals. Understanding the process of weighted nutrient analysis is the key to your success with all menu systems.

10. Appendices

- a) Appendix A: Recipe Variations
- b) Appendix B: Demonstration – Adding Recipes to the Local Database
- c) Appendix C: Demonstration – Create Recipes for Purchased Foods
- d) Appendix D: Theme Bar Recipes
- e) Appendix E: Computer Exercise
- f) Appendix F: Demonstration – NuMenus Lunch Menu
- g) Appendix G: Demonstration – NuMenus Breakfast Menu
- h) Appendix H: Computer Exercise – Food Based Menus
- i) Appendix I: Worksheet for Combined Analysis of Breakfast and Lunch
- j) Appendix J: Combined Analysis of Breakfast and Lunch
- k) Appendix K: Checklist for Accurate Computer Analysis
- l) Appendix L: Instructor Outline

Appendix L: Instructor Keys

Calculating the Nutrient Value of a Combined Breakfast And Lunch Using the Weighted Nutrient Analysis Procedure for NuMenus

- Specify age/grade grouping 7-10.
- Specify the breakfast and lunch RDA Nutrient Standards for the specific grade or age category.

	Breakfast	Lunch		Breakfast	Lunch
Calories	<u>500</u>	<u>667</u>	Vitamin A	<u> </u>	<u> </u>
Protein	<u> </u>	<u> </u>	Vitamin C	<u> </u>	<u> </u>
Calcium	<u> </u>	<u> </u>	Fat	<u>17</u>	<u>22</u>
Iron	<u> </u>	<u> </u>	Saturated Fat	<u> </u>	<u> </u>

- Specify TOTAL feeding figures for reimbursable meals for the week of analysis.

- Breakfast (B) 2500 Lunch (L) 5000

- Determine reimbursable meal participation percentages (%).

$$\frac{B}{B+L} \times 100 = \underline{33.3\%} \text{ (Breakfast)} \quad \frac{L}{B+L} \times 100 = \underline{66.6\%} \text{ (Lunch)}$$

- Multiply each RDA Nutrient Standard for breakfast and lunch by the meal participation percentage from Step 4 to develop the weighted Nutrient Standard.

Breakfast				Lunch			
Calories	<u>500</u>	<u>33.3</u>	% = <u>166.5</u>	Calories	<u>667</u>	X <u>66.7</u>	% = <u>444</u>
Protein	<u> </u>	X <u> </u>	% = <u> </u>	Protein	<u> </u>	X <u> </u>	% = <u> </u>
Calcium	<u> </u>	X <u> </u>	% = <u> </u>	Calcium	<u> </u>	X <u> </u>	% = <u> </u>
Iron	<u> </u>	X <u> </u>	% = <u> </u>	Iron	<u> </u>	X <u> </u>	% = <u> </u>
Vit. A	<u> </u>	X <u> </u>	% = <u> </u>	Vit. A	<u> </u>	X <u> </u>	% = <u> </u>
Vit. C	<u> </u>	X <u> </u>	% = <u> </u>	Vit. C	<u> </u>	X <u> </u>	% = <u> </u>
Fat	<u>17</u>	X <u>33.3</u>	% = <u>5.66</u>	Fat	<u>22</u>	X <u>66.7</u>	% = <u>14.6</u>
Sat. Fat	<u> </u>	X <u> </u>	% = <u> </u>	Sat. Fat	<u> </u>	X <u> </u>	% = <u> </u>

6. Add the weighted breakfast and lunch RDA Nutrient Standard figures for each nutrient to develop the combined weighted Nutrient Standard.

	B		L		Total		B		L		Total
Calories	166.5	+	44	=	610.5	Vitamin A		+		=	
Protein		+		=		Vitamin C		+		=	
Calcium		+		=		Fat	5.66	+	14.6	=	20.26
Iron		+		=		Sat. Fat		+		=	

7. Perform a computer nutrient analysis of the weighted breakfast and lunch menu using weighted analysis and list below.

	Breakfast	Lunch		Breakfast	Lunch
Calories	454	624	Vitamin A		
Protein			Vitamin C		
Calcium			Fat	11.48	20.80
Iron			Saturated Fat		

8. Multiply each nutrient value from Step 7 for the breakfast and lunch menu by meal participation percentages from Step 4 (same participation percentage as Step 5).

Breakfast						Lunch					
Calories	<u>454</u>	X	<u>33.3</u>	% =	<u>1.51</u>	Calories	<u>624</u>	X	<u>66.7</u>	% =	<u>416</u>
Protein	<u> </u>	X	<u> </u>	% =	<u> </u>	Protein	<u> </u>	X	<u> </u>	% =	<u> </u>
Calcium	<u> </u>	X	<u> </u>	% =	<u> </u>	Calcium	<u> </u>	X	<u> </u>	% =	<u> </u>
Iron	<u> </u>	X	<u> </u>	% =	<u> </u>	Iron	<u> </u>	X	<u> </u>	% =	<u> </u>
Vit. A	<u> </u>	X	<u> </u>	% =	<u> </u>	Vit. A	<u> </u>	X	<u> </u>	% =	<u> </u>
Vit. C	<u> </u>	X	<u> </u>	% =	<u> </u>	Vit. C	<u> </u>	X	<u> </u>	% =	<u> </u>
Fat	<u>11.48</u>	X	<u>33.3</u>	% =	<u>3.8</u>	Fat	<u>20.8</u>	X	<u>66.7</u>	% =	<u>13.87</u>
Sat. Fat	<u> </u>	X	<u> </u>	% =	<u> </u>	Sat. Fat	<u> </u>	X	<u> </u>	% =	<u> </u>

9. Add the weighted breakfast and lunch menu figures for each nutrient to develop the combined weighted nutrient values.

	B		L		Total		B		L		Total
Calories	151	+	416	=	567	Vitamin A		+		=	
Protein		+		=		Vitamin C		+		=	
Calcium		+		=		Fat	3.8	+	13.87	=	17.67
Iron		+		=		Sat. Fat		+		=	

10. Compare the combined weighted nutrient analysis of a breakfast and lunch meal to the combined weighted RDA standard for a breakfast and lunch. Evaluate and adjust menus as needed.

Weighted RDA Standard

Calories	610.5
Protein	
Calcium	
Iron	
Vit. A	
Vit. C	
Fat	20.26
Sat. Fat	

Weighted Meal Analysis

Calories	567
Protein	
Calcium	
Iron	
Vit. A	
Vit. C	
Fat	17.67
Sat. Fat	

January 1, 1900

Dear Sir,

I have the honor to acknowledge the receipt of your letter of the 29th inst.

and in reply to inform you that the same has been forwarded to the proper authorities.

I am, Sir, very respectfully,
Yours truly,

Wm. H. Smith

Secretary

U. S. Fish Commission

Washington, D. C.

Lesson 10: Marketing Healthy School Meals

Competencies

Participants will be able to:

1. Identify one way to link nutrition education activities in the classroom to the cafeteria.
2. Plan a promotion targeted to one market segment.
3. Start an Annual Marketing Calendar.



Lesson 10: Marketing Healthy School Meals

Lesson 10

Marketing Healthy School Meals

Slide 1

Photo: Chicken Stir-fry

USDA's *Tool Kit for Healthy School Meals*

Slide 2

Overview

A marketing plan is an overall strategy used to promote and enhance the image of child nutrition services, satisfy your customers and meet their needs.

The way you promote your menus influences a student's decision whether to eat in your cafeteria or somewhere else. Your school lunch program is competing with fast-food franchises, lunches from home, and other food sales on campus. Increasing awareness of your healthy school meals and making your cafeteria a fun place to eat will increase customer participation and sales! And that increases the number of times a child consumes a healthy meal.

USDA has established Team Nutrition to help implement the *School Meals Initiative for Healthy Children*. Its mission:

To improve the health and education of children by creating innovative public and private partnerships that promote food choices for a healthful diet through media, schools, families, and the community.

Notes

① Interest Building Strategy/Set

Show Food Art from USDA's *Tool Kit for Healthy Meals*.

② Review Competencies

③ Purpose

The purpose of this lesson is to review basic marketing guidelines and activities that will help school food services to:

- increase participation
- increase customer satisfaction
- increase recognition as providing healthy food choices
- improve public relations
- empower staff

This lesson will help you encourage students at your school to stay on campus, promote the link between nutrition education in the classroom and healthy food choices in the cafeteria, and see that both the teachers and students enjoy the healthy foods you are serving.

Show Slide 2. Is this a healthy food your students would enjoy?

④ Transfer

What are some monthly activities you perform as a Child Nutrition Director? Is planning promotions one of your monthly activities?

Today, you will learn what a marketing plan is and have an opportunity to plan one marketing activity for a targeted audience.

Support the Team Nutrition principles and share these common values as you think about developing your plan to market healthy school meals:

1. We believe that children should be empowered to make food choices that reflect the Dietary Guidelines for Americans.
2. We believe that good nutrition and physical activity are essential to children's health and educational success.
3. We believe that school meals that meet Dietary Guidelines for Americans should also appeal to children and taste good.
4. We believe our programs must build upon the best science, education, communication and technical resources available.
5. We believe that public-private partnerships are essential to reaching children to promote food choices for a healthful diet.
6. We believe that messages to children should be age-appropriate and delivered in a language they speak, through media they use, in ways that are entertaining and actively involve them in learning.
7. We believe in focusing on positive messages regarding food choices children can make.
8. We believe it is critical to stimulate and support action and education at the national, state and local levels to successfully change children's eating behaviors.

One important component of Team Nutrition is to link nutrition education in the classroom with the cafeteria. Teachers are important to forming that link. As such they are also important customers and should be an integral part of your overall marketing plan.

Scholastic, Inc. has developed an integrated nutrition education program in cooperation with USDA's Team Nutrition. The kits called *Food Times* for Grades 1-2 and *Food Works* for Grades 3-5 contain materials designed to be integrated into the regular classroom curriculum. These materials teach the basics of healthy eating in a lively way that engages students and takes the message beyond the

Notes

In addition, you will learn how teachers can link promotional activities to their classroom nutrition education programs. (Each lesson in the new Scholastic Team Nutrition kit has an activity that links that Scholastic Lesson to the cafeteria.) How can food service staff find out about the Scholastic Lesson? Point out Appendix A: Example of Scholastic Lesson.

classroom to the school cafeteria and into students' homes. The goal of the curriculum is to improve the health of children by empowering them to:

- Choose a variety of foods
- Eat more grains, vegetables and fruits
- Construct a diet lower in fat

Each lesson includes a ***Lunchroom Link*** – suggestions on how to take the lesson's message into the school cafeteria. By working along with food service personnel at the school, teachers will have an opportunity to provide a richer learning experience for their students.

Well-planned marketing activities will encourage customers to make healthy food choices. Marketing includes research, merchandising and promotions.

Merchandising

Merchandising

Visually marketing products that appeal to your customers.

- Displays
- Bulletin boards
- Food samples

Slide 3

Merchandising is vital to a strong marketing plan. How food and menus are presented to customers will determine acceptance. Garnishes and displays make food more attractive and encourage healthy food choices. In addition, bulletin boards and posters can help to enhance the tray line area.

Have you ever seen a fast-food franchise with poor lighting? A clean, well-lighted food line and staff in attractive uniforms communicates to your customers that you have a quality program.

Promotions

Promotions

- Single event or series of events to increase interest
- Product focused
- Short period of time

Slide 4

Notes

Give examples of promotions:

Beans - Count the Beans, Western Days

Fruits & Vegetables - 5 a day campaign

Promotions are single events or a series of events designed to increase interest in the school lunch program, or increase the popularity of a menu. Promotions are focused on the product and the customers and usually last for a short period of time. For example, providing a healthy snack and information about healthy school meals during a parent meeting promotes your program.

Key Steps to a Successful Marketing Plan

Key Steps to a Successful Marketing Plan

- Commitment
- Strategic planning
- Consistent
- Continual
- Empower and motivate staff
- Customer service

Slide 5

Commitment & Strategy for the Future

School food service directors, managers and site staff need to be committed to the marketing plan. Everyone involved needs to understand that the plan and the results are an investment strategy for the future of their own school lunch program. The return on investment will be increased **participation, sales and good public relations!**

Consistent & Continual

Your efforts to carry out each aspect of the marketing plan need to be **consistent** and **continual**. Don't skip a month because there's a lot going on. Customers begin to expect the special promotions and will be disappointed when their expectations aren't met.

Empower Staff to Achieve Quality Service

Empower and motivate your employees to plan and do the promotions. The most successful directors are those who transform marketing into a

Notes

⑤ Instruction

Business plan = Marketing Plan.
Critical to have one in the current environment of cost containment and quality control.

You cannot be everywhere, so empower staff to do the promotions.

line function. The site staff that serve your customers every day are performing a line function. How staff prepare, showcase, and serve foods to customers is critical to the success of your marketing healthy food choices. Your staff need to view students as customers who support staff employment. Their extra marketing efforts will increase participation, which will support employee work hours.

Customer Service

Have employees greet customers with a smile, and learn each student's name when possible. Wear name tags so that students can greet your staff by their names, too.

Targeting your Customers

Market Segmentation

- Geographic
- Demographic
- Services
- Audiences
- Competition

Slide 6

Targeting your customers will help you to better understand your customer's needs and values. Your competition has targeted your customers' needs, so you'd better know them, too, if you want to keep their business.

- Select only **one** customer group for a promotion activity i.e., elementary students or Jr. High students or High School students or parents or teachers or administrators.
- Each customer group has its own needs and preferences.
- Increases the effectiveness of your message.

To help identify your customer groups, your district can be quickly analyzed by geographic and demographic characteristics. This is called market segmentation.

Notes

⑥ Guided Practice

Target Group

Discuss the importance of targeting one audience for one promotion. Do you plan the same menu items for high school students and second graders? Would you promote a brown bag lunch that featured peanut butter and jelly sandwiches to parents or would a sliced turkey with cheese, lettuce and tomato on whole wheat bread appeal more to that audience? Select only one customer group for a promotion activity.

After choosing a target group, narrow that audience size. This helps you to better understand the needs and values of your customers. For example, the objective of promoting NuMenus or Food Based Menus to parents during Back-to-School Night needs to be narrowed.

- Which schools usually have good parent participation and attendance during Back-to-School Night?
- Of those parents attending, which grade level is usually best represented? Kindergarteners, 5th graders, etc.?

Activity – Appendix B: Market Segmentation

Complete as much as possible in five minutes. Finish back home. Give an example of one segment and one of their needs. Review tool with class.

How can you target classroom teachers who are using the TN scholastic materials?

Tools for Successful Promotions

- Promotion planner worksheet
- Publicity
- Incentives/prizes
- Merchandise/decorate
- Team effort
- Evaluate

Slide 7

Promotion Planner

Use your imagination and this worksheet for developing a successful marketing plan. Here are some points to help you get started. They are designed to help you tailor promotional efforts to your school.

Promotion Objective

What do you want your marketing campaign to accomplish?

New Food Items

- Promotions provide an excellent opportunity to offer new foods that tie into the monthly theme.
- Show only one new item at a time. 2 or 3 in a month is plenty.
- Make new food items sound appealing on the printed menu, and offer an incentive if students choose the new foods. Post a comparison of nutrients.

Breakfast Burrito with Dinosaurs

USDA's *Tool Kit for Healthy School Meals*

Slide 8

Date

- Will you do a promotion for a day, week or entire month?
- Coordinate promotions to support other campus events, like sports activities, field trips, staff workshops, holidays, etc.

Notes

The Breakfast Burrito is an example of a new food item you might want to try on students during a dinosaur promotion.

Theme

The title needs to get your customers

ATTENTION! Some ideas:

- South of the Border Sensation
- A Far East Feast
- Five a Day, Give me Five!
- Dining with Dinosaurs! or Dino-Meal

Photo: Dinosaur promotion

Slide 9

After completing the Promotion Planner Worksheet, record activities on the *Annual Marketing Calendar* in Appendix E to share with your site staff. The *Annual Marketing Calendar* should be posted next to the monthly menus in each site kitchen.

Publicity

Publicity is critical to a successful promotion. You need to plan in advance how you are going to get the word out to achieve your objective. This step is not going to just happen, but *you* don't need to do all the work. Your local publicity resources can help, if you initiate the contact and develop working relationships. Here are some suggestions on how to publicize:

Printed Materials

Printed Materials

- Menus
- Quiz questions
- Newsletters
- Student newspapers
- Flyers/invitations
- Brochures

Slide 10

Menus

- Jazz up your menus and descriptions of menu items. Send menus home with all students. (Be sure to include your phone number for

Notes

parents to call with questions or comments. Many will be positive!)

- Distribute menus to all teachers and suggest that they (1) review them with students in class and encourage students to complete activities on the back, and (2) incorporate nutrition education mini-lessons (count it as part of health curriculum).
- Link and reinforce Team Nutrition Scholastic Lessons.
- Reward teachers and students for completing menu back activities.

Quiz Questions

Place quiz questions in the following areas:

- Teacher mailboxes
- Teacher food line
- Teacher's lunch or resource room
- School's main office
- Give a master list of questions & answers to teachers or student leaders, who can announce "nutrition question of the day" as an educational game.

Newsletters

- Insert in principal's newsletter packet to parents.
- Send to PTA newsletter editor and request that it be reproduced and distributed in its entirety or excerpts included in a regular "nutrition news" column (check that there are no copyright restrictions!).

Student Newspapers

- Feature a promotional story in a local newspaper or campus newsletter.
- Place an ad in a student publication to announce your special promotion.
- Many of your promotions will be very visual, creating great "photo opportunities" for local news stories. To take advantage of "photo moments" purchase a camera for your department.

Notes

Review Appendix F for a menu format that features nutrition disclosure information.

Add some quiz questions to your promotions. Let children guess the correct answer to some fact questions on dinosaurs, earth day, multicultural celebrations, etc. Remember, one of the goals of the Healthy School Meals Initiative is to create a learning lab. Link to Scholastic Nutrition Education Lessons.

Review Appendix E: Sample Press Release, to use for NuMenus or Food Based Menus.

Flyers/Invitations

- Put up signs several days in advance to announce your promotion - announce several times for emphasis.

Brochures

- Place a brochure describing your program, hours of operation, and meal prices in a clear acrylic stand in all the school's main offices.
- Give brochures to district business managers, principals, superintendents, and presidents of parent groups.

Word-of-Mouth Publicity**Word-of-Mouth Publicity**

- Student groups
- Special events/meetings
- Teachers

*Slide 11***Student Groups**

- Form Student Nutrition Advisory Committee of parents, teachers, administrators, child nutrition staff and students to be involved in menu changes. The committee might discuss the perception of the healthfulness of your menus and the potential acceptability of changes being proposed. Staff will be able to discuss equipment and work schedule needs as well as children's food preferences.
- Administrators will be involved from the beginning regarding any changes affecting serving times or procedures.
- Teachers may enhance the changes in the food service area and recognize their roles in nutrition education in the classroom.
- Students also need to be involved and can belong to the same group or they can form a group of their own.
- The time needed to make a Student Nutrition Advisory Committee successful may seem overwhelming, but good relations and

Notes

positive results make the effort worthwhile. If you do form a group, be sure to use or respond to its major suggestions. Otherwise, group members will become dissatisfied and may become obstacles rather than partners.

Special Events/Meetings

Announce your program by having a display table and brochures available during Back-to-School Night, kindergarten orientation, PTA meetings, health fairs, etc.

Teachers

Teachers can be great supporters of your program! Invite teachers to participate in nutrition education activities and reward class involvement.

Media

Coordinate media activities with a Public Relations Manager, if available. If your school does not have a media coordinator, work with a school principal, if possible.

Television

- Hold a press conference.
- Have a local station (often cable TV) broadcast school menus daily.
- Participate on talk shows.

Radio

- Have the student council president, football captain, head cheerleader or other influential student leader announce the day's menu or promotional activities over the loudspeaker.
- Some local radio stations will announce menus daily; provide them with appealing and descriptive terms!

Incentives/Prizes

Children learn about prizes and incentives during their developmental years. They really enjoy getting a small prize for some positive behavior change or choice.

Child Nutrition Programs can give out prizes that feature the department's name and logo as a way to

Notes

Media

Only invite or encourage the media to come if you have time to get ready. Remember, your cafeteria needs to shine! If you invite the press, you will need custodial assistance and extra labor to clean and decorate.

increase participation or reward a child for selecting a new food item.

Notes

Incentive/Prizes

- Pencils
- Water bottles/fanny packs
- Pizza party
- Free food (treats)
- Balloons

Slide 12

“Take a Taste”

- Give out samples at the entrance to the cafeteria or at the beginning of the serving line. A costumed mascot can offer samples to students waiting in line.
- Have tasting parties and let the students sample new items in advance. And use that feedback!

Stickers

Kids love stickers! When they try new foods, reward students with a sticker.

Magnets

At the beginning of the school year, give a magnet to students to keep your menu on their refrigerator at home. Magnets featuring your logo help students and parents remember your program throughout the school year.

Pencils

Plan a word game that features healthy foods and give out pencils for students who choose to play.

Bookmarks

Promote nutritious school meals and reading at the same time! April is National Library Month.

Water Bottles, Fanny Packs, Frisbees, T-Shirts

Promote healthy exercise and eating habits by giving larger prizes. Promotional materials are available from the President's Council on Physical

For big prizes, do a month-long promotion. Children will need a voucher card stamped every time they play.

Fitness and Sports. Plan a frequent customer card program, where kids get their card stamped weekly after choosing a healthier food item. When their card is stamped completely, they receive a prize.

Plastic Bags

Give older children a bag for "Trick or Treat" at Halloween. You can include a healthy treat in each bag. Also, use bags for health fairs, parent nights, etc.

Celebrity Visit

Invite a professional athlete to dine with your students, or have a costumed mascot visit the cafeteria. A staff member or parent volunteer can wear the costume and give a pep talk to get students involved and excited about what's happening in their meal programs.

Pizza Party

Challenge elementary students to have a poster contest of healthy foods featured in the cafeteria. The winning class gets a private party in the cafeteria with tablecloth and decorations, and of course pizza!

Merchandise

As you start to merchandise your healthy school meals and decorate your school cafeteria, here are some questions to help you get started.

- What are your school colors? Can they be used in your cafeteria?
- What's the school mascot? Can the mascot's name be part of your cafeteria's name?
- What is the first thing a kid sees in the serving area?
- Do students have time to read when they are waiting in the serving line?

Menu Boards

Your customers read this everyday! Display it at their eye level, and keep it clean, attractive, and current!

Notes

Put bag lunches in Halloween Treat Bags.

Bulletin Boards

Food service directors are always looking for ways to make the serving line more attractive. Bulletin boards, especially those using a fresh approach, spark student interest and extend an exciting invitation to learn. A bulletin board inservice can show staff how easy, attractive, and fun a bulletin board can be!

Photo: Bulletin Board In-Service

Slide 13

Assign a bulletin board for monthly promotions and one for general nutrition. The results are impressive!

Kiosk, Photo Boxes, Free-Standing Whiteboard

Photo: Fiesta del Sol

Slide 14

These display fixtures can help you get started promoting new dishes, theme days, school activities and, of course, the fun of eating lunch at school.

Garnishes

Photo: Chicken Tetrazzini

Slide 15

Customers eat with their eyes. Garnishes add eye appeal to your serving line.

- Get their attention with a display plate!
- Think color - Separate salad bowl containers with curly endive.
- Think contrast - Mix apples and oranges in a bowl.

Dress to Promote

- Employees can wear buttons, aprons, hats, T-shirts, or costumes to make the promotion fashionable and fun!
- Borrow or rent costumes.

Notes

Directions on how to make the kiosks and photo boxes are in USDA's *Tool Kit for Healthy School Meals*.

Posters/Banners

Photo: Taste of Asia

Slide 16

- Perfect for the wide side of a salad bar, this banner helps add color and excitement to your cafeteria setting. Plus, it's inexpensive to do!
- When trying to expand your customer base, place signs **outside** the cafeteria.

Static-Cling Decorations

- Use them to decorate your cafeteria, add color or create a mood for your theme day or ethnic food day.
- Remember to save and reuse decorations!

Music/Props

- Music can set the stage for your special Western Day. Play it in the cafeteria while students are eating or use some over the school's intercom system to announce the upcoming festivities. Check with your library for music possibilities.

Get the Whole School Involved!

Use your imagination and ideas from your staff or the teachers at your school to make your cafeteria the "in-place" to be. Form partnerships so that several people are involved and responsible for the outcome of your marketing efforts:

- Assign one staff person the responsibility for promotions. i.e., cashier, manager, etc.
- Students
- Administrators
- Teachers
- Parents
- Food industry representatives
- Local volunteer chefs
- Local associations
 - American Dietetic Association
 - American Heart Association
 - American Cancer Society

Notes

Evaluation

Notes

Expenses

- Food costs for 100 people
- 100 pencils
- Staff time and labor

Slide 17

Cost

Put aside a set amount of your budget for marketing expenses each year. Start small and build according to your successes. Invest in marketing—the rewards to your program will be great!

Results

Invest in Marketing Results

- Increased participation
- Satisfied customers
- Good public relations
- Empowered employees

Slide 18

- Increased participation
- Satisfied customers
- Good public relations
- Empowered employees
- Remember to recycle and reuse merchandising materials

Evaluation Form

Use the form in Appendix G to evaluate your promotional efforts.

For additional information on marketing, see USDA's *Tool Kit for Promoting Healthy Meals*.

USDA's Team Nutrition Schools

USDA's **Team Nutrition** is a network of public and private partnerships that promote food choices for a healthy diet through the media, schools,

families, and the community. **USDA's Team Nutrition** supports the new policy updating school meals nutrition standards to reflect the Dietary Guidelines for Americans. This historic policy change – the *School Meals Initiative for Healthy Children* – is the most significant reform of the school meals program since 1946.

Team Nutrition Schools represent the community focal point for **USDA's Team Nutrition** and are the link to community-level implementation of the *School Meals Initiative for Healthy Children*. Team Nutrition Schools will showcase healthy changes in school meals and new nutrition education programs. Team Nutrition Schools will model the involvement of Team Nutrition partners and supporters at the local level and actively promote school meals that offer more healthful choices. All schools currently participating in the National School Lunch Program are eligible to become a Team Nutrition School.

USDA has highlighted a **Team Nutrition School** in each state. USDA will continue to recognize those schools and communities that have demonstrated their commitment to improving the health and nutrition education of children and encourage all schools throughout the nation to become a **USDA Team Nutrition School**.

The Secretary of Agriculture has invited every principal and food service director in the country currently participating in the school lunch program to enroll their school in the **Team Nutrition Schools Program**.

A Team Nutrition School Will:

- Support USDA's Team Nutrition mission and principles.
- Demonstrate a commitment to meet the Dietary Guidelines for Americans.
- Designate a **Team Nutrition School** leader.
- Distribute Team Nutrition materials to teachers, students and parents.
- Involve teachers, students, parents, food service personnel, and the community in interactive and entertaining nutrition

Notes

education activities by having at least one nutrition event per year.

- Demonstrate a well-run Child Nutrition Program.
- Share successful strategies and programs with other schools.

A Team Nutrition School Receives:

- A Team Nutrition Leadership Award acknowledging its commitment.
- Recognition in a National Directory of Team Nutrition Schools.
- Team Nutrition resource materials for use in the classroom, in the cafeteria and at home, such as Scholastic's classroom kits and Disney educational posters featuring "Lion King" characters.
- Early alerts about the many additional products available in the future.
- Team Nutrition School designation for two years.

USDA's **Team Nutrition** brings to life the promise of healthy children—**Team Nutrition Schools** fulfill that promise by bringing together all those who care about children's health... join the team!

For more information, write to USDA's Team Nutrition Schools, P.O. Box 0812, Rockville, Maryland, 20848-0812 or E-Mail to: TEAMNUTRITION@REEUSDA.GOV

Notes

⑦ Individual Practice

Activity

Promotion Planner Worksheet – Appendix C

Have each person get a partner and plan one promotion for approximately 10 minutes. Have them share ideas. Instructor writes ideas on T-2. Circulate to help students.

⑧ Closure

Activity

Appendix D: Annual Marketing Calendar, T-2

Have pairs volunteer to share their promotions. As they share, write the first idea on Annual Promotion Planner transparency to demonstrate how to use the tool.

Review competencies.

⑨ Back on the Job...

See USDA's recipe promotion package for other great marketing ideas.

Show video on the Great Nutrition Adventure (approximately 12 minutes). See USDA's **Great Nutrition Adventure Action Packet** that includes an Event Planner, Chef's Directory for School Partnerships and other promotional materials.

Section 1		Section 2	
Item 1	1.1	Item 2	2.1
	1.2		2.2
Item 3	3.1	Item 4	4.1
	3.2		4.2
Item 5	5.1	Item 6	6.1
	5.2		6.2
Item 7	7.1	Item 8	8.1
	7.2		8.2
Item 9	9.1	Item 10	10.1
	9.2		10.2
Item 11	11.1	Item 12	12.1
	11.2		12.2
Item 13	13.1	Item 14	14.1
	13.2		14.2
Item 15	15.1	Item 16	16.1
	15.2		16.2
Item 17	17.1	Item 18	18.1
	17.2		18.2
Item 19	19.1	Item 20	20.1
	19.2		20.2
Item 21	21.1	Item 22	22.1
	21.2		22.2
Item 23	23.1	Item 24	24.1
	23.2		24.2
Item 25	25.1	Item 26	26.1
	25.2		26.2
Item 27	27.1	Item 28	28.1
	27.2		28.2
Item 29	29.1	Item 30	30.1
	29.2		30.2
Item 31	31.1	Item 32	32.1
	31.2		32.2
Item 33	33.1	Item 34	34.1
	33.2		34.2
Item 35	35.1	Item 36	36.1
	35.2		36.2
Item 37	37.1	Item 38	38.1
	37.2		38.2
Item 39	39.1	Item 40	40.1
	39.2		40.2
Item 41	41.1	Item 42	42.1
	41.2		42.2
Item 43	43.1	Item 44	44.1
	43.2		44.2
Item 45	45.1	Item 46	46.1
	45.2		46.2
Item 47	47.1	Item 48	48.1
	47.2		48.2
Item 49	49.1	Item 50	50.1
	49.2		50.2
Item 51	51.1	Item 52	52.1
	51.2		52.2
Item 53	53.1	Item 54	54.1
	53.2		54.2
Item 55	55.1	Item 56	56.1
	55.2		56.2
Item 57	57.1	Item 58	58.1
	57.2		58.2
Item 59	59.1	Item 60	60.1
	59.2		60.2
Item 61	61.1	Item 62	62.1
	61.2		62.2
Item 63	63.1	Item 64	64.1
	63.2		64.2
Item 65	65.1	Item 66	66.1
	65.2		66.2
Item 67	67.1	Item 68	68.1
	67.2		68.2
Item 69	69.1	Item 70	70.1
	69.2		70.2
Item 71	71.1	Item 72	72.1
	71.2		72.2
Item 73	73.1	Item 74	74.1
	73.2		74.2
Item 75	75.1	Item 76	76.1
	75.2		76.2
Item 77	77.1	Item 78	78.1
	77.2		78.2
Item 79	79.1	Item 80	80.1
	79.2		80.2
Item 81	81.1	Item 82	82.1
	81.2		82.2
Item 83	83.1	Item 84	84.1
	83.2		84.2
Item 85	85.1	Item 86	86.1
	85.2		86.2
Item 87	87.1	Item 88	88.1
	87.2		88.2
Item 89	89.1	Item 90	90.1
	89.2		90.2
Item 91	91.1	Item 92	92.1
	91.2		92.2
Item 93	93.1	Item 94	94.1
	93.2		94.2
Item 95	95.1	Item 96	96.1
	95.2		96.2
Item 97	97.1	Item 98	98.1
	97.2		98.2
Item 99	99.1	Item 100	100.1
	99.2		100.2



Appendix A: Example of Scholastic Lesson

From Grades 1-2 Module, Lesson F

Lunchroom Link

Children examine the lunchroom menu and categorize the foods according to the food groups. They tally the number from each food group and use building blocks to see how the foods available fill the pyramid. Children can invite the food service staff to give them a talk on how they use the pyramid to create balanced meals. Children can present their food pyramid poster to the staff to help decorate the cafeteria.

Appendix B: Activity

Market Segmentation

Directions: Please complete and include in your annual marketing plan.

Geographic Variables

- a. City or rural school district (circle one)
- b. Population _____
- c. Number of elementary schools _____
- d. Number of middle schools _____
- e. Number of jr. high schools _____
- f. Number of high schools _____
- g. Number of year-round schools _____
- h. High school campus(es) closed or open _____
- i. Fast food restaurants near campus _____
- j. Before and after school daycare _____

Demographic Variables

- | | Elementary | Middle/Jr. High | High School |
|---------------------------------------|------------|-----------------|-------------|
| a. Total Enrollment (or ADA) | _____ | _____ | _____ |
| b. Total Meals Served (ADP) | _____ | _____ | _____ |
| c. Number of Reduced-Price Meals | _____ | _____ | _____ |
| d. Number of Free Meals | _____ | _____ | _____ |
| e. Total Staff/Faculty/Administration | _____ | _____ | _____ |
| f. Summarize your Customer Profile | _____ | | |
- _____ Total customers served daily, divided by
 _____ Total number of students+admin+teachers+parents
 x 100
 = _____ % customers served
- g. Ethnic profile of the student population: (This is important for food preferences when planning menus.) _____

Approximate percentage of:

- | | |
|------------------|---------|
| African American | _____ % |
| American Indian | _____ % |
| Asian | _____ % |
| Caucasian | _____ % |
| Hispanic | _____ % |

h. Average family income of most students in your district: (circle one)

Low Income

Middle Income

High Income

Describe Your Services

Do you offer any of the following, and at what sites?

	Available	Location(s)
a. Breakfast Program	_____	_____
b. Lunch Program	_____	_____
c. Salad/Deli/Potato Bars	_____	_____
d. À la carte Program	_____	_____
e. Catering	_____	_____
f. Outside Cart Program	_____	_____
g. POP Debit Card	_____	_____
h. Hours of Operation/Meal	_____	_____
i. Service/Prices	_____	_____

Describe Your Competition

What fast-food restaurants are near campus? How do their menu and prices compare to yours?

Do students bring lunches from home on a regular basis? Have they ever tried school meals? Have you planned any promotions to reach this untapped customer base? Do you have a lot of dual working parents who commute?

How often do you hold fundraisers and what is the district policy on student fundraisers? Parent fundraisers?

Appendix C: Activity

Promotion Planner Worksheet

1. Promotion Objective: Activity: Food Items:					
2. Promotion Date(s) Campus Events Holidays		3. Target Group (circle one) Children Parents Administrators Teachers			
4. Promotion Theme Title (Attention-Getter)					
5. Publicize Promotion a. Print b. Word of Mouth c. Media					
6. Dress/Decorate/Merchandise					
7. Incentives/Prizes					
8. Who's Responsible					
9. Cost/Expenses					
10. Evaluate		Poor	Satisfactory	Good	Excellent
Did Promotion Accomplish Objectives?		1	2	3	4
Were Items Well Received?		1	2	3	4
What Was Student Response?		1	2	3	4
How Did Staff Respond?		1	2	3	4

Appendix D: Annual Marketing Calendar

Annual Marketing Calendar
Healthy School Meals

Theme		Food		Dates		Campus Events		Holidays	
Jul.									
Aug.									
Sep.									
Oct.									
Nov.									
Dec.									
Jan.									
Feb.									
Mar.									
Apr.									
May									
Jun.									

Annual Marketing Calendar

Healthy School Meals

Publicize Promotion (Print)								
	Banners/ Posters	Brochures	Flyers/ Invitations	Menus, Printed	Newsletter	Newspaper, School	Quiz Questions	Tabletop Tents
Jul.								
Aug.								
Sep.								
Oct.								
Nov.								
Dec.								
Jan.								
Feb.								
Mar.								
Apr.								
May								
Jun.								

Annual Marketing Calendar

Healthy School Meals

Publicize Promotion (Word of Mouth)											Publicize Promotion (Media)		
	Back to School	Celebrity Visits	Parent Group	Staff Meetings	Student Groups	Spokes-person	“Take a Taste”	Newspaper	Radio	Television			
Jul.													
Aug.													
Sep.													
Oct.													
Nov.													
Dec.													
Jan.													
Feb.													
Mar.													
Apr.													
May													
Jun.													

[illegible]

Annual Marketing Calendar

Healthy School Meals

	Incentives to Offer						Person Responsible	
	Notepads	Pencils	Plastic Bags	Stickers	T-shirts	Water Bottles	Other	
Jul.								
Aug.								
Sep.								
Oct.								
Nov.								
Dec.								
Jan.								
Feb.								
Mar.								
Apr.								
May								
Jun.								

Appendix E: Sample Press Release

January, 1996

TO: Parents

FROM:

SUBJ: Food Based Menus or NuMenus

The _____ Unified School District Food Service Department is participating in the Child Nutrition Program new menu planning system – _____! We will be planning menus that feature lower fat, lower sodium foods, and more fruits, vegetables and whole grain products, in order to meet the nutrient requirements of the Recommended Dietary Allowances and the Dietary Guidelines for Americans.

Our goal is to become a partner in nutrition education, and to promote nutrition as vital to a comprehensive health program.

We will be working with Student Nutrition Advisory Committees, changing menus, promoting nutrition education for use by teachers, and promoting other projects. In the fall you will start to see information and activities associated with _____.

What can you expect this year and in the future?

- More whole grain products, including whole wheat rolls, whole wheat buns with hamburgers and a little whole wheat in the pizza crust.
- A variety of fruits and vegetables.
- Less butter on vegetables.
- Lowfat salad dressings.
- Promotions to encourage lowfat choices and healthy entrees.
- Nutrition education activities related to our monthly nutrition topic for teachers to use with students.

Questions? Call _____ at _____

Appendix F: Nutrition Disclosure

Prices Full Price Reduced
Daily \$ \$
Credits
Credits

YOUR _____ UNIFIED SCHOOL DISTRICT

September 1996

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or handicap. If you believe your child has been discriminated against, write immediately to the Secretary of Agriculture, Washington D.C. 20250.

Weekly Nutritional Analysis

	Goal	This Week
KCAL	667	
IRON	3mg	
FAT	≤ 30% fat	
KCAL	667	
IRON	3mg	
FAT	≤ 30% fat	
KCAL	667	
IRON	3mg	
FAT	≤ 30% fat	
KCAL	667	
IRON	3mg	
FAT	≤ 30% fat	

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OUR AIM IS TO BE WITHIN 10% OF THE GOALS.

For more information call: _____

Appendix G: Promotion Evaluation

		Promotion Evaluation				
		Poor	Satisfactory	Good	Very Good	Excellent
Did Promotion Accomplish Objectives?	Comments					
		1	2	3	4	5
Were Items Selected Well Received?	Comments					
		1	2	3	4	5
What Was Response From Students?	Comments					
		1	2	3	4	5
What Was Response From Staff?	Comments					
		1	2	3	4	5
What Improvements Can Be Made?	Comments					
		1	2	3	4	5

Appendix H: Food & Nutrition Information Center

USDA's Healthy School Meals Resource System

The United States Department of Agriculture's (USDA) School Meals Initiative for Healthy Children is committed to improve the health and education of children through better nutrition. The USDA established Team Nutrition to help implement the school meals initiative. As a part of Team Nutrition, the Healthy School Meals Resource System is being developed by the Food and Nutrition Information Center (FNIC) of the National Agricultural Library (NAL). Resources currently available to school nutrition personnel are reviewed and entered into a database. Sample audiovisuals, text, and ordering information are available through the system. The resource system also provides access to educational opportunities on school food service issues, an electronic discussion group, Federal guidelines, a calendar of national conferences, and links to other electronic sites of related information.

Access points to The Healthy School Meals Resource System include:

Printed Format

A listing of all materials in the resource system, including ordering information, is available in printed form. Many materials will be available on loan from the NAL.

Computer Disk

The database and other materials in the resource system will be available on diskette. The disks have the added benefit of a search program that will allow you to search the database by keywords.

The Internet

Gopher Address:
schoolmeals.nslusda.gov 7001

World Wide Web (WWW) Address:
<http://schoolmeals.nalusda.gov:8001>

Through a gopher and World Wide Web (WWW) you can access the listing of materials and download the text of many resources listed. On the WWW you can also download graphics, and users of multimedia systems will hear audio and see video clips of resources. If you do not know how to access gophers or the WWW, request technical assistance at your facility.

Healthy School Meals Electronic Discussion Group

Mealtalk provides a forum for people interested in healthy school meals to share ideas.

To subscribe, send an e-mail message to: majordomo@nalusda.gov

In the body of the message type: subscribe mealtalk Your Name <your e-mail address>.

For example, if your name is Jane Smith, and your e-mail address is jsmith@anywhere.edu, you would type: subscribe mealtalk Jane Smith <jsmith@anywhere.edu>

For more details on how to obtain other on-line services, please see the handout: Electronic Access to the Food and Nutrition Information Center, available from FNIC. For additional information, contact:

Food and Nutrition Information Center
National Agricultural Library
United States Department of Agriculture
Room 304, 10301 Baltimore Blvd.
Beltsville, MD 20705-2351

Phone: 301-504-5719
Fax: 301-504-6409
TTY: 301-504-6856
Internet: fnic@nalusda.gov

Appendix I: Electronic Access to the Food and Nutrition Information Center

The Food and Nutrition Information Center (FNIC) maintains a variety of electronic access points for the full texts of its bibliographies, resource lists, and fact sheets. Databases available include Food and Nutrition Software and Multimedia Programs, Foodborne Illness Educational Materials, Food Guide Pyramid Educational Materials, and Food Labeling Educational Materials. Additional Information is available on human nutrition, nutrition education, food service management, and other topics.

The FNIC Gopher and World Wide Home Page

FNIC maintains easy-to-use gopher and World Wide Web sites where users may read or download files. Because FNIC is linked to other gophers and World Wide Web sites, and hardware and software vary greatly among users, and there are many ways to reach FNIC. Below are some examples.

System Requirements: Internet access with World Wide Web, gopher, or teinet capability.

Access Methods:

- Use the World Wide Web URL <http://www.nalusda.gov/fnic.intrnl>.
- Use the gopher address <gopher.nalusda.gov>. From the menu displayed (National Agricultural Library) choose NAL Information Centers, then Food and Nutrition Information Center, USDA.
- If you don't have gopher access, use teinet to reach a public gopher site (such as Library of Congress: use the teinet address <marvel.loc.gov> and log in as marvel). Then you can try several things:
 - Search for a menu of other gophers and information servers and find Food and Nutrition Information Center, USDA. You may have to go down several levels to find it.
 - Use Veronica (a gopherspace search tool) to do a keyword search on food nutrition center.
 - Try to find Food and Nutrition Information Center, USDA on lists of government or health gophers.

Agricultural Library Forum (ALF)

ALF is the electronic bulletin board of the National Agricultural Library. FNIC operates a special FOOD conference on ALF, where users may read short bulletins about FNIC and download the full text of FNIC's publications and databases.

System Requirements: modem and communication software, or Internet access with teinet or Word Wide Web capability.

Access Methods:

- By modem, dial 301-504-6610, 301-504-5111, 301-504-5496, or 301-504-5497. The settings are: data bits - 8, stop bit - 1, parity - none, duplex - full. From the Main Menu, join the FOOD conference.
- Use the teinet address fedworld.gov and choose U: Utilities/Files/Mail the D: GateWay System (Access other government systems/databases), and then D: Connect to Gov't sys/database. Type ? for entire gateway list, then select ALF (USDA):National Agricultural Library BBS. From the Main Menu, join the FOOD conference.
- Using the World Wide Web URL <http://www.fedworld.gov>, follow the link to Fedworld Teinet Site, and continue with teinet instructions given above.

Nutrition Information Via E-mail

Information specialists respond to food and nutrition questions and send many FNIC publications through electronic mail.

System Requirements: Internet access and electronic mail capability.

Access Method: Send e-mail requests to fnic@nalusda.gov.

International Food and Nutrition Database

The International Food and Nutrition Database (IFAN) is a full-text service of the Pennsylvania State University. FNIC is one of many organizations contributing nutrition information for health professionals and consumers.

System requirements: Internet access with teinet or gopher capability, or a modem and communications software.

Access Methods:

- By modem, dial 814-863-4820. At the psupen>prompt, type connect pen. At the user name: prompt, type your two-letter state abbreviation.
- Use the teinet address psupen.psu.edu. At the user name: prompt, type your two-letter state abbreviation.
- Use the gopher address psupen.psu.edu. Select Search using keywords <?>. Type FNIC and press return.

Nutrient Data Bank Bulletin Board

The Nutrient Data Bank Bulletin Board, maintained by the Nutrient Data Laboratory of the U.S. Department of Agriculture's Agricultural Research Service, focuses on the nutrient composition of foods. FNIC's food composition-related bibliographies and Database of Food and Nutrition Software Multimedia Programs are part of the information available on this electronic bulletin board.

System Requirements: Internet access with gopher, teinet, or World Wide Web capability, or a modem and communications software.

Access Methods:

- By modem, dial 301-734-5078. The settings are: data bits - 8, stop bit - 1, parity - none, duplex - full.
- Use the gopher address [inform.umd.edu](gopher://inform.umd.edu). Select Educational Resources, Academic Resources by Topic, Agriculture and Environmental Resources, United States Department of Agriculture, USDA Food Composition Data, Bulletins and Food and Nutrition Information Center.
- Use the teinet address [inform.umd.edu](gopher://inform.umd.edu) and choose Inform Information for Maryland, College Park Campus-wide Information Server. Follow gopher selections above.
- Use the World Wide Web URL
- <http://www.Inform.urnd.edu/Edres/Topic/AgrEnv/USDA/USDAFoodCompositin> Data, then choose Bulletins, then Food and Nutrition Information Center.

System Requirements: Internet access and electronic mail capability.

Access Method: Send e-mail request to fnic@nalusda.gov.

There is also a Healthy School Meals Electronic Discussion Group, called Mealtalk, for people interested in healthy school meals to share ideas. To subscribe to Mealtalk, send an e-mail message to majordomo@nalusda.gov. In the body of the message type: subscribe mealtalk firstname lastname <email address>.

For information and assistance, contact:

Food and Nutrition Information Center
National Agricultural Library
Agricultural Research Service
United States Department of Agriculture
Room 304, 10301 Baltimore Blvd.
Beltsville, MD 20705-2351
301-504-5719 Fax: 301-504-6409 TTY: 301-504-6856
Internet: fnic@nalusde.gov

Appendix J: Commodity Board Resource List

Commodity Board Resource List

1. **Alaska Seafood Marketing Institute**
1111 W. 8th Street, Suite 100
Juneau, AK 99801
2. **Almond Board of California**
P.O. Box 15920
Sacramento, CA 95852
3. **American Celery Council**
Lewis & Neale Inc.
928 Broadway
New York, NY 10010
4. **American Dry Bean Board**
4502 Avenue I
Scottsbluff, NE 69361
5. **American Egg Board**
1460 Renaissance Drive
Park Ridge, IL 60068
6. **American Meat Institute**
P.O. Box 3556
Washington, D.C. 20007
7. **Apple Institute**
6707 Old Dominion Drive, Suite 320
McLean, VA 22101
8. **Asparagus U.S.A.**
2133 University Park
Okemos, MI 48864
9. **Beef Industry Council**
444 North Michigan Ave.
Chicago, IL 60611
10. **Broccoli**
c/o Mann Packing Company Inc.
Box 690
Salinas, CA 93902-0690
11. **California Apricot Advisory Board**
1280 Boulevard Way
Walnut Creek, CA 94595
12. **California Beef Council**
551 Foster City Blvd., Suite A
Foster City, CA 94404
13. **California Cling Peach Advisory Board**
P.O. Box 7111
San Francisco, CA 94120
14. **California Date Administrative Committee**
Box 1736
Indio, CA 92202-1736
15. **California Fig Advisory Board**
3425 N. First Street, Suite 109
Fresno, CA 93726
16. **California Fresh Carrot Advisory Board**
531-D North Alta Avenue
Dinuba, CA 93618
17. **California Fresh Market Tomato Advisory**
690 Fifth Street
San Francisco, CA 94107
18. **California Grape and Tree Fruit League**
1540 E. Saw Avenue, Suite 120
Fresno, CA 93710
19. **California Olive Industry**
P.O. Box 4098
Fresno, CA 93744
20. **California Poultry Industry Federation**
3117- A McHenry Ave.
Modesto, CA 95350
21. **California Prune Board/SFS**
55 Union St.
San Francisco, CA 94111
22. **California Raisin Advisory Board**
Ketchum Food Marketing
55 Union Street
San Francisco, CA 94111-1217
23. **California Strawberry Advisory Board**
Food Service Director
Box 269
Watsonville, CA 95077

24. **California Table Grape Commission**
P.O. Box 5498
Fresno, CA 93755
25. **California Tomato Board**
2017 N. Gateway, Suite 102
Fresno, CA 93727
26. **California Tree Fruit Agreement**
(peaches, plums, nectarines, Bartlett pears)
Box 255627
Sacramento, CA 95865
27. **Canned Fruit Promotion Service**
(peaches, fruit cocktail, pears)
Box 7111
San Francisco, CA 94120
28. **Cherry Central Cooperative, Inc.**
(dried cherries)
P.O. Box 988
Traverse City, MI 49685-0988
29. **Cherry Marketing Institute**
2220 University Park Drive
Okemos, MI 48864
30. **Colorado Potato Administrative Committee**
San Luis Valley Office (Area II)
P.O. Box 348
Monte Vista, CO 81144
31. **Dairy Council of California**
1101 National Drive, Suite B
Sacramento, CA 95834
32. **Florida Celery Committee**
4401 E. Colonial Drive
Orlando, FL 32814
33. **Florida Department of Citrus**
Foodservice Department
Lakeland, FL 33802
34. **Florida Sweet Corn Commission**
P.O. Box 140155
Orlando, FL 32814-0155
35. **Florida Tomato Committee**
928 Broadway
New York, NY 10010
36. **Florida Tomato Committee**
P.O. Box 140635
Orlando, FL 32824-0635
37. **Frozen Food Institute**
1764 Old Meadow Lane, Suite 350
McLean, VA 22101
38. **Frozen Freestone Peach Council**
P.O. Box 7001
Lafayette, CA 94549
39. **Hazelnut Marketing Board**
P.O. Box 23126
Tigard, OR 97223
40. **Horseradish Information Council**
P.O. Box 720299
Atlanta, GA 30358
41. **Idaho Potato Commission**
P.O. Box 1068
Boise, ID 83701
42. **Idaho-Oregon Onion Promotion Committee**
P.O. Box 909
Parma, ID 83660
43. **Louisiana Seafood Promotion and Marketing**
P.O. Box 70648
New Orleans, LA 70172-0648
44. **Michigan Cherry Committee**
Box 30285
Lansing, MI 48909
45. **National Association of Meat Purveyors**
1920 Association Drive, Suite 400
Reston, VA 22091
46. **National Dairy Council**
O'Hare International Center
10255 West Higgins Road, Suite 900
Rosemont, IL 60018-5616
47. **National Fisheries Institute**
(1,000 seafood related businesses)
1525 Wilson Boulevard, Suite 500
Arlington, VA 22209
48. **National Honey Board**
421 21st Avenue, Suite 203
Longmont, CO 80501-1421
49. **National Livestock and Meat Board**
444 North Michigan Ave.
Chicago, IL 60611

50. **National Onion Association**
510 Greeley National Plaza
Greeley, CO 80631
51. **National Pasta Association**
2101 Wilson Boulevard, Suite 920
Arlington, VA 22201
52. **National Pork Producers Council**
Box 10383
Des Moines, IA 50306
53. **National Turkey Federation**
11319 Sunset Hills Road
Reston, VA 22090
54. **North American Blueberry Council**
P.O. Box 166
Marmora, NJ 08223
55. **Oregon Raspberry and Blackberry Commission**
712 NW 4th Street
Corvallis, OR 97333
56. **Peanut Advisory Board**
1950 North Park Place, Suite 525
Atlanta, GA 30339
57. **Pecan Marketing Board**
122 W. Carpenter Freeway, Suite 480
Irving, TX 75039
58. **Produce Marketing Association**
1500 Casho Mill Road,
Newark, DE 19714-6036
59. **Sunkist Growers Inc.**
(citrus growers)
P.O. Box 7888
Van Nuys, CA 91409
60. **The American Mushroom Institute**
Pennsylvania Department of Agriculture
907 E. Baltimore Pike
Kennett Square, PA 19348
61. **The Potato Board**
1385 Colorado Boulevard, Suite 512
Denver, CO 80222
62. **The Sugar Association, Inc**
1101 15th Street, N.W.
Washington, D.C. 20005
63. **USA Dry Pea and Lentil Council**
5071 Highway 8 West
Moscow, ID 93843
64. **USA Rice Council**
Box 740123
Houston, TX 77274
65. **Vegetarian Education Network Recipe Files**
P.O. Box 3347
West Chester, PA 19381
66. **Walnut Marketing Board**
Torme & Company
350 Pacific Ave
San Francisco, CA 94111
67. **Washington Apple Commission**
Foodservice Department
P.O. Box 18
Wenatchee, WA 98807
68. **Washington State Potato Commission**
108 Interlake Road
Moses Lake, WA 98837
69. **Wheat Foods Council**
5500 South Quebec, Suite 111
Englewood, CO 80111
70. **Wisconsin Milk Marketing Board**
8418 Excelsior Drive
Madison, WI 53717

Appendix K: Resources from the National Food Service Management Institute



National Food Service Management Institute
The University of Mississippi

RESOURCES AVAILABLE TO YOU

*from NFSMI - a partner with USDA
in implementing healthy school meals.*

ABOUT NFSMI

The National Food Service Management Institute, established by Congress, conducts activities to assist in improving the quality of Child Nutrition Programs. NFSMI provides up-to-date, accurate, timely technical assistance to child nutrition professionals working to help develop healthy eating behaviors in children.

PERSONS SERVED BY NFSMI

Food service managers, supervisors, and directors of child nutrition programs
Front-line food service personnel and school food service assistants
Researchers investigating child nutrition issues
State Child Nutrition Program directors, supervisors, and specialists
NET coordinators
Teachers, school administrators, and school board members
Community leaders and decision-makers

RESOURCES TO SUPPORT HEALTHY SCHOOL MEALS

CLEARINGHOUSE FOR INFORMATION RETRIEVAL AND DISSEMINATION. - Provides timely access to information and resources for Child Nutrition personnel through a toll free number, 800-321-3054.

Information Services include:

Quick answers to factual questions
Bibliographies on specific topics retrieved from hundreds of computerized databases
Referrals to other organizations or experts
Opportunities to preview food service software (by appointment)
Photocopies of journal articles
Lending services for print and non-print materials

CUSTOMER SERVICE "HELP DESK" - Provides immediate up-to-date, accurate, and timely assistance regarding all aspects of the Healthy School Meals Initiative to food service personnel via "state-of-the-art" avenues to the Information Highway. This technical assistance is available through a toll free number, 800-321-3054.

TRAINING MATERIALS

Pyramid Builders (developed by Kansas State Board of Education) - Nutrition activities for Grades K-6 Includes teacher, school food service, latchkey, and tasting party resources EXIO-93 \$45.00.

High Time for Lowfat (developed by Mississippi Department of Education, Bureau of Child Nutrition) a 24-hour course for school food service managers. Includes 5 Lesson Plans and 15 Marketing Kits. EX9-93 \$25.00. Instructor's manual available at extra cost.

On the Road to Professional Food Preparation - (BLT) Lessons on interpreting recipes, weights and measures, portion control, and recipe adjustment. Includes a 20-minute video and Weights and Measures Poster. ET5-93 \$35.00.

ONE - Orientation for Nutrition Employees (developed by Georgia Department of Education) - Includes 8 videotapes and trainers' guides for lessons 1-60, 4 video notebook albums, lapel pin and sample certificates. EX7-94 \$200.00.

Healthy Cooking for Kids - (BLT) Manual and videotape designed to introduce new preparation techniques and refine traditional methods resulting in the creation of healthier, great tasting meals that meet the USDA School Meals Initiative ET13-95 \$25.00.

Food Quality Evaluation and Assurance Manual for School Food Service - Procedures with forms to evaluate and improve food quality. RI5-95 \$12.00.

Job Functions and Tasks of School Nutrition Managers and District Directors/Supervisors - Insight, a publication which summarizes job duties of school nutrition managers and district directors/supervisors. Order in quantities of 10. R102-95 \$.50 each. Volume discount available.

WORKSHOPS

Healthy Cuisine for Kids Workshop - This three day workshop will model exemplary "hands-on" training in food preparation that supports the Dietary Guidelines and includes a train-the-trainer component to help participants plan for organizing and conducting similar workshops.

NETPRO Workshops (Building Training Networks) - NETPRO I trains professionals in initiating a network, visionary planning, training delivery models, teamwork, and training skills. NETPRO II builds upon NETPRO I themes of leadership, networking, and training, with segments on existing resources and providing coaching.

Procurement Workshops - Two new training opportunities to be available in 1996 based on new publications. *First Choice: A Procurement Systems Manual* and *Choice Plus: A Procurement Reference Manual*. Both workshops will involve interactive training.

FOR WORKSHOP INFORMATION, TRAINING MATERIALS, OR OTHER ASSISTANCE, CONTACT:

National Food Service Management Institute
The University of Mississippi
Post Office Box 188
University, MS 38677-0188
Telephone 800-321-3054
FAX: 800-321-3061
Internet: nfsmi@sunset.backbone.olemiss.edu

The University of Mississippi is an Affirmative Action/Equal Opportunity Employer and does not discriminate on the basis of race, color, sex, pregnancy, religion, marital status, national origin, disabilities, or status as disabled or Vietnam-era veteran (AA/ADA/EOE)

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service under grant #F3385 to the University of Mississippi. The contents of this publication do not necessarily reflect the policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, organizations imply endorsement of the U.S. Government.

Appendix L: Instructor Outline

Lesson 10: Marketing Healthy School Meals

Lesson Time

Approximately 1 hour

Equipment

- ✓ Slide projector
- ✓ 2 screens
- ✓ Overhead projector

Materials

- ✓ Slides
- ✓ Blank transparencies
- ✓ Activity B: Market Segmentation
- ✓ Activity C: Promotion Planner Worksheet
- ✓ Activity D: Annual Marketing Calendar
- ✓ USDA's *Tool Kit for Healthy School Meals* – artwork
- ✓ Transparencies:
 - T-1 Appendix C: Promotion Planner Worksheet
 - T-2 Appendix D: Annual Marketing Calendar

Lesson Plan Outline

1. Interest Building Strategy/Set

- a) Show food art from USDA's *Tool Kit for Healthy Meals*.

2. Review Competencies

3. Purpose

The purpose of this lesson is to review basic marketing guidelines and activities that will help school food services to:

- a) increase participation
- b) increase customer satisfaction
- c) increase recognition as and provide healthy food choices
- d) improve public relations
- e) empower staff
- f) This lesson will help you encourage students at your school to stay on campus, promote the link between nutrition education in the classroom and healthy food choices in the cafeteria, and see that both the teachers and students enjoy the healthy foods you are serving.
- g) Show Slide 2. Is this a healthy food your students would enjoy?

4. Transfer

- a) What are some monthly activities you perform as a Child Nutrition Director?
 - i) Suggested answers
 - a) Conduct budget reviews, write menus, attend meetings.
- b) Is planning promotions one of your monthly activities?
 - i) Today you will learn what a marketing plan is and will have an opportunity to plan one marketing activity for a targeted audience. Show slide of recipe promotion package for South of the Border Sensation.

5. Instruction

- a) Discuss purpose of marketing and USDA's **Team Nutrition** Schools.
 - i) We believe that children should be empowered to make food choices that reflect the Dietary Guidelines for Americans.
 - ii) We believe that good nutrition and physical activity are essential to children's health and educational success.
 - iii) We believe that school meals that meet Dietary Guidelines for Americans should also appeal to children and taste good.

- iv) We believe our programs must build upon the best science, education, communication and technical resources available.
 - v) We believe that public-private partnerships are essential to reaching children to promote food choices for a healthful diet.
 - vi) We believe that messages to children should be age-appropriate and delivered in a language they speak, through media they use, in ways that are entertaining and actively involve them in learning.
 - vii) We believe in focusing on positive messages regarding food choices children can make.
 - viii) We believe it is critical to stimulate and support action and education at the national, state and local levels to successfully change children's eating behaviors.
- b) Review the importance of a marketing plan.
 - c) Discuss merchandising and promotions.
 - d) Review key steps to a successful marketing plan.
 - e) Discuss targeting your customers.
 - f) Activity – Appendix B: Market Segmentation. Give students 5 minutes to review.
 - g) Discuss the tools for a successful promotion, Appendix C.
 - h) Discuss the purpose and components of the Annual Marketing Calendar, Appendix D.
 - i) Brainstorm theme ideas for 1 minute, and write ideas on blank transparency.

6. Guided Practice

- a) Activity: Promotion Planner Worksheet, Appendix C
 - i) Provide examples on slides of Promotion Planner Worksheet. See slides.
- b) Objective
- c) Food Items
- d) Promotion Dates
- e) Target Group
 - i) Discuss the importance of targeting one audience for one promotion. Do you plan the same menu items for high school students and second graders? Would you promote a brown bag lunch that featured peanut butter and jelly sandwiches to parents, or would a sliced turkey with cheese, lettuce and tomato on whole wheat bread appeal more to that audience?
 - ii) Select only one customer group for a promotion activity.

- iii) After choosing a target group, narrow that audience size. This helps you to better understand the needs and values of your customers.
 - f) Theme
 - g) Publicize
 - i) Print
 - ii) Word of mouth
 - iii) Media
 - iv) Only invite or encourage the media to come if you work with the district or agency's Public Relations Director. Remember, your cafeteria needs to shine! If you invite the press, you will need custodial assistance and extra labor to clean and decorate.
 - h) Incentives/Prizes
 - i) Do not recommend offering magnets when a computer will be set-up nearby. It would be a shame to have a magnet erase a file or cause a computer problem, after all your hard work. Target incentives/prizes to the customer group (grade, sex, sport, etc.) and/or promotional focus.
 - i) Merchandise
 - j) Getting Everyone Involved
 - k) Costs/Expenses
 - l) Evaluate
 - m) **USDA's Team Nutrition Schools**
7. Individual Practice
- a) Activity: Promotion Planner Worksheet, Appendix C
 - i) Have each student get a partner and plan one promotion for approximately 15 minutes. Pairs will share ideas. Instructor writes ideas on T-2, "Annual Marketing Calendar," for use in Activity 4.
8. Closure
- a) Activity: Annual Marketing Calendar, Appendix D
 - i) Use ideas from Promotion Planner Worksheet to demonstrate how to use the calendar.
 - b) Review competencies.
9. Back on the Job...
10. Appendices
- a) Appendix A: Example of Scholastic Lesson
 - b) Appendix B: Market Segmentation

- c) Appendix C: Promotion Planner Worksheet
- d) Appendix D: Annual Marketing Calendar
- e) Appendix E: Sample Press Release
- f) Appendix F: Nutrition Disclosure
- g) Appendix G: Promotion Evaluation
- h) Appendix H: Food & Nutrition Information Center
- i) Appendix I: Electronic Access to the Food and Nutrition Information Center
- j) Appendix J: Commodity Board Resource List
- k) Appendix K: Resources from the National Food Service Management Institute
- l) Appendix L: Instructor Outline

